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ABSTRACT

The document provides analyses of curriculum materials that help elementary and secondary school teachers, administrators, curriculum coordinators, and college methods teachers select materials that are appropriate for their students, school, and community. Analyses are provided on the basis of grade level, content, underlying philosophy, goals, strategies, structure, innovativeness, and merit. The first major section of the book contains analyses of elementary (K-6) social studies materials including: (1) three analyses of basal programs; (2) three revised analyses of basal programs; and (3) 31 brief descriptions of supplementary materials. The second major section is devoted to secondary (7-12) curriculum materials including: (1) 21 new analyses of basal programs; (2) 10 shorter analyses of revised editions; and (3) 55 brief descriptions of supplementary materials. The third section of the book includes 31 short analyses of teacher resource materials. Each analysis includes information about the authors or developers, publisher, publication date, grade level, materials, cost, and subject area. The document concludes with indexes and a list of publishers' addresses. (SM)

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DATA BOOK OF SOCIAL STUDIES MATERIALS AND RESOURCES

Volume 12

Edited by Leslie Hendrikson

Social Science Education Consortium, Inc.
Boulder, Colorado
1987

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Leslie Hendrikson

CONTENTS

Acknowledgments ii

Introduction 1

Analyses of Elementary Curriculum Materials

- Basal Materials 5
- Supplementary Materials 17

Analyses of Secondary Curriculum Materials

- Basal Materials 33
- Supplementary Materials 87

Analyses of Teacher Resource Materials 113

Indexes

- Author/Editor/Developer Index 133
- Grade-Level Index 134
- Publisher Index 135
- Subject-Area Index 136

List of Publishers' Addresses 137

INTRODUCTION

School personnel selecting social studies programs for use in their classrooms are faced with a wide array of materials from which to choose. Each year, publishers add new titles to the already almost-overwhelming number of social studies materials and resources available. Thus, selection decisions become increasingly complex, and the questions facing selectors more numerous.

What materials are available? What do they cost? How long does it take to use them? For whom are they written? Can my students use them? What did the authors have in mind when they wrote them? What is the content? Do I need special training to use them effectively? What methods should I use in teaching--lecture? discussion? independent study? guided discovery? problem solving? Are the materials effective? Has anyone evaluated them to see if students like them and learn when using them? These are the questions that are answered--to the extent that reliable information is available--in the *Data Book of Social Studies Materials and Resources*.

Our objective is to provide analyses of curriculum materials that will allow elementary and secondary school teachers, administrators, curriculum coordinators, and college methods teachers to select materials that are appropriate to their students, school, and community on the basis of grade level, discipline, underlying philosophy, goals, strategies, structure, content, innovativeness, and merit.

Development of the Data Book

The *Data Book* project represents a lengthy and intense effort on the part of individual staff members of the Social Science Education Consortium, Inc. (SSEC). Irving Morrissett and W. W. Stevens, Jr. recognized the critical need for analysis of curriculum materials, particularly in view of the vast numbers of materials becoming available as a result of federal funding of curriculum development projects. In 1967 they developed the Curriculum Materials Analysis System (CMAS)--an analytical instrument devised for examination and evaluation of curriculum materials. Morrissett and Stevens also recognized the need for a concise compilation of information based on the CMAS. With financial support from the National Science Foundation, they worked with the SSEC staff to organize the *Data Book* project. The *Data Book* was first published in 1971 in one loose-leaf volume. From 1971 through 1978 the SSEC annually published two supplements to the *Data Book*. Each supplement consisted of approximately 40 analyses of K-12 social studies materials to be incorporated into the loose-leaf binders. By March 1978 the *Data Book* had grown to three volumes and contained five categories of materials: project materials (funded curriculum development project materials), textbooks, games and simulations, supplementary materials, and teacher resource materials.

As the cost of the three volumes was becoming formidable to potential users, the decision was made to produce an annual, paperbound version of the *Data Book*. The paperbound version provides periodic updates of materials reviewed in previous volumes. The current volume is the ninth annual version.

Organization and Use of the Data Book

The *Data Book* is not intended to be used as a catalog from which materials are ordered. Rather than basing decisions solely on the *Data Book* analyses, we encourage users to screen materials of interest using the analyses and then write for review copies of materials that meet their preliminary criteria for selection.

Analyses of curriculum materials in the *Data Book* are divided into sections by grade-level clusters. Thus, the first major section of the book contains analyses of elementary (K-6) social studies materials; three new two-page analyses and three one-page revised analyses of basal programs are followed by 31 brief descriptions of supplementary materials. The second major section of the book is devoted to secondary (7-12) curriculum materials; 21 new analyses of basal programs are presented, along with 10 shorter analyses of revised editions. The secondary curriculum materials section concludes with 55 brief descriptions of supplementary materials.

The two-page analyses of new materials are presented first, arranged in alphabetical order by title. Each analysis includes the following:

1. A heading listing the authors or developers, the publisher, the publication date, the publisher's suggested grade level, a description of the materials and their cost, and the subject area. A complete list of publishers' addresses is provided at the end of this book. If a set of materials is available from someone other than the publisher, that source is listed in the heading of the data sheet. Price information presented is as current as deadline demands permit; however, in today's volatile economy, prices may well have changed and the publisher should be contacted for the current prices.

2. An overview of the most significant features of the materials.

3. Information about the required or suggested time necessary to use the materials.

4. A description of the intended user characteristics, including both students and teachers. If the analyst feels that a set of materials is appropriate for grade levels other than those suggested by the publisher, this information will be provided here.

5. An explanation of the rationale and general objectives of the materials.

6. A description of the content, including basic concepts, generalizations, trends, and themes presented in the materials.

7. An explanation of the primary teaching procedures.

8. Information related to any evaluation of the materials prior to publication, along with the analyst's comments and suggestions.

The two-page analyses are followed by the shorter analyses of revised editions, also arranged in alphabetical order by title. These shorter analyses include all the heading information provided in their longer counterparts, along with a reference to the *Data Book* volume in which the previous edition was reviewed, an overview of the most significant features of the materials, a description of the major revisions in this edition, and the analyst's comments and suggestions.

The third section of the *Data Book* includes 31 short analyses of teacher resource materials. The analyses of books for teachers are arranged alphabetically by title. Each analysis includes information about the authors or developers, publisher, publication date, grade level, materials and cost, and subject area. The analysis also describes the purpose of the publication, ways it can be used, and the content. Most of the books described provide practical suggestions and ideas for classroom teachers.

The curriculum materials analyses and teacher resource descriptions are numbered consecutively throughout the *Data Book*. These entry numbers are used in the indexes at the back of the book, which cross-reference all materials according to author/developer/editor, grade level, publisher, and subject area.

Selection of Materials

Materials analyzed in the Data Book must be intended for students or educators in Grades K-12. The materials must be available through commercial or easily accessible outlets, and SSEC staff analysts must have access to the essential components of each set of materials.

This year, we are attempting to analyze all new and revised basal programs. Most of the programs analyzed are texts, but materials in other forms are also included if they are designed to serve as the core material for a social studies course of at least nine weeks. Full two-page analyses of revised editions are included only if the text has not previously been reviewed or if the revisions are so substantial that the original analysis would no longer be descriptive of the program.

Materials selected for analysis in the teacher resource section generally have some practical classroom application, although materials of an analytical nature may be included if they are thought to have some particular relevance to teachers or curriculum planners.

A Word About Readability

For textbooks analyzed in the *Data Book*, we generally report a reading level based on an analysis using the Fry Graph for Estimating Readability. The reported reading level is an average of

the reading levels of six randomly selected passages throughout the book. For example, the passages on one eighth-grade text may range from fifth to eleventh grade, while another eighth-grade text may contain sample passages ranging from seventh to ninth grade. Yet, based on the Fry graph, both have an average reading level of eighth grade.

Readers may also notice that the publisher reports one grade level, while we report a different grade level. This can easily happen, depending on the passages selected and the reading scale used. We include our own reading analysis and that of the publisher (when available) simply to provide some idea of the average reading level of the text.

We have elected to use the Fry graph primarily because it is relatively easy to use and has proven to be about as accurate as the other reading scales. However, we do have the following reservations about the Fry graph: (1) The average reading level of a particular book can be quite different if different sets of passages are used. For this reason, we use six passages instead of the required three. (2) The Fry graph does not take into account familiar long words used over and over in a passage, such as "government," "environment," or "America." (3) No special provisions are made for proper names. (4) The Fry scale does not take into consideration teaching reading in context--for example, use of phonetic respellings or definitions of a word within a sentence in the passage.

Many publishers prefer the Dale-Chall scale (or Spache formula for primary grades) to the Fry graph. While the Fry graph uses the criteria of word and sentence length, Dale-Chall scores are based on sentence length and the percentage of words not appearing on a list of 3,000 familiar words. The Dale-Chall formula does take account of repetitive use of words not on the basic list (often long words) and of proper names, two factors that contribute to high Fry scores. Given its 30-odd rules and list of 3,000 words against which passages must be checked, however, the Dale-Chall scale is much more difficult to apply.

None of the readability formulas assesses all--or even most--of the many factors that affect students' ability to read a particular work. The following are some factors relating to content/presentation and format/design which should be considered in assessing the readability of text materials.

Content/Presentation

1. Generally, the shorter the sentences, paragraphs, and chapters in a work, the lower the readability level. Unusual writing styles or difficult stylistic variations in sentence structure may make understanding a passage more difficult than an initial examination might indicate, however.

2. Definitions of new terms may be placed in the text, in marginal notes, in a glossary, or in some combination of these. Different placements may be more appropriate for different groups of students.

3. If many new ideas are presented in a relatively short passage, that passage will be more difficult for students to read. Conversely, previous experience with content covered in a passage will make that passage easier for students to read.

4. Advance organizers often help direct the student's reading, thus lessening the difficulty of the reading task.

5. Passages that address issues that spark student interest are more likely to be read.

Format/Design

1. The amount of print on a page affects readability. A great deal of print per page can make a book difficult and intimidating for students to read. The publisher must make trade-offs in determining how much print to place on each page; the publisher who opts for comprehensive coverage of content or tight control on costs may sacrifice general attractiveness and reading ease.

2. Print size varies somewhat from text to text. The amount of leading (white space) placed between lines may vary substantially and can affect reading ease and general appearance of the text.

3. Text that runs into the gutter makes reading difficult.

4. Most texts are presented in a single- or double-column format. Single columns that are too wide, double columns separated by a narrow margin, and triple columns can have a negative effect on readers who have difficulty tracking.

5. Use of color enhances the general attractiveness of a text, making it more appealing to students. High contrast between print and paper also eases reading. Words superimposed over photographs or printed on colored paper may be difficult for some students to read.

6. Graphics and pictures will aid students in reading if the illustrations are tied to the narrative, reinforcing or supplementing the narrative message in some way. Placement of illustrations is also important. Graphics that break up a passage are not helpful. Illustrations placed at the beginning or end of a passage or used to divide sections will be helpful to students if used in instruction.

Because of the specific disadvantages of the Fry graph and the general problems with readability formulas, we strongly urge you not to select or eliminate any book solely on the basis of readability scores.

BASAL ELEMENTARY CURRICULUM MATERIALS

Entry No.	Title	Page No.
New Analyses		
1.	Ginn Social Studies	7
2.	Graphic Learning Intermediate/Jr. High Social Studies	9
3.	Holt Social Studies	11
Updated Analyses		
4.	Graphic Learning Primary Social Studies	13
5.	Heath Social Studies	14
6.	Macmillan Social Studies	15

Note: Components of the programs reviewed in entries 1, 2, 5, and 6 can also be used at the junior high school level.

1. GINN SOCIAL STUDIES

Authors:	Bonnie B. Armbruster, Charles L. Mitsakos, and Vincent Robert Rogers
Publisher:	Ginn and Company (available from Schoolhouse Press, Inc.)
Publication Date:	1987
Grade Level:	K-7
Materials and Cost:	Kindergarten cards, $59.35; teacher's edition for kindergarten cards, $10.25; 8 texts (K-7), hardbound, 143-512 pp., $9.35-$19.50; 8 teacher's editions (K-7), spiralbound, 143-512 pp., $15.70-$24.50 (ancillary materials include workbooks, teacher's annotated workbooks, teacher's resource books, a geography resource book, and courseware).
Subject Area:	Interdisciplinary social studies

Overview

This new K-7 elementary series differs markedly from earlier elementary series offered by its publisher. The 1987 version of Ginn Social Studies is designed to provide for mastery of thinking and map skills, connect students to the world in which they live, emphasize people, and promote citizenship. Key features of the student texts include (1) unit openers that provide an overview of unit content, concepts, and skills; (2) chapter openers that provide chapter vocabulary; (3) lessons that divide content into coherent teaching segments; (4) lesson reviews that provide developmental questions for recall, interpretation, and application of learning; (5) skills pages that relate social studies skills to specific content learning; (6) handbooks covering basic map/globe and chart/graph skills at the beginning of grades 3-7; (7) special features on technology, the environment, and other topics; (8) numerous visuals; (9) chapter and unit reviews and tests; and (10) reference sections. The pupil and teacher editions, which comprise the core elements of the program, can be enhanced by optional elements such as workbooks and teacher's resource books for grades 1-7. In addition, a geography resource book containing a full-color atlas, outline maps, gazetteer, and geography-based tables and activities supports the textbook map and globe program. Software at two levels--grades 3-4 and grades 5-7--is integrated with the program.

Required or Suggested Time

The time required to use this series can vary considerably, depending on how it is implemented. The texts contain ample material for one-year social studies courses in grades K-7. A schedule chart based on the assumption that social studies is taught two to three days per week in grades 1-2 and three to four days per week in grades 3-7 is provided. The actual time required to teach each lesson or feature is, of course, dependent upon particular classroom needs and the extent to which ancillary materials are used. Optional materials allow for extending instruction when more time is available.

Intended User Characteristics

The program is designed for average K-7 students. A Fry analysis and examination of other factors related to the difficulty of the material suggest that the materials are appropriate for their intended audience. The authors give consideration to those with special learning needs by including sections entitled "Activities for Gifted Students and Other Learners with Special Needs" in the teacher's editions at the end of most regular and special-feature lessons. The categories of students for whom the activities have been written include students with learning disabilities, users of nonstandard English, speakers of other languages, and gifted students.

Rationale and General Objectives

The publishers present a full-page rationale based on seven main underlying assumptions: (1) the primary goal of social studies education is effective citizenship education; (2) the basic concepts of history and geography form the foundation of the program content; (3) opportunities must be provided for the development of thinking skills as the basic tools for learning; (4) students' direct, active involvement in the learning process is critical for success; (5) opportunities for the development of skills in specific learning areas must be explicit; (6) congruence among stated objectives, what is

taught, and what is tested must be assured; and (7) the program must clearly be worth teaching and worth learning. In addition, objectives are provided for each unit and specific lesson objectives are concisely stated at the beginning of each lesson.

Content

The series follows a traditional expanding environments program sequence, with options built in for grades 6 and 7. Kindergarten materials entitled *America's Children* introduce children to issues of growth and change in the human body, the natural environment, and American culture. Topics covered include personal hygiene and nutrition, life at home and at school, the seasons, and celebrations. *America's Families* (grade 1) focuses on family structure and needs and wants. The text examines the school world and families in other countries. *America's Neighborhoods* (grade 2) examines needs and wants, services, and rules of the neighborhood. A study of neighborhoods in other countries concludes the text.

America's Communities (grade 3), examines the similarities and differences among communities of different sizes and geographic locations. Students begin to look at the United States as a nation of communities and at communities in other parts of the world. The grade 4 text, *America's Regions and Regions of the World*, examines each region of the country and selected geographic and political regions of the world. *America's History* (grade 5) furthers students' examination of their own country by presenting an introduction to America's history. An overview of neighbors in Canada and Mexico completes the text.

The three books at grades 6-7 provide students with both a broad view and in-depth studies of the world in which they live. The *Eastern Hemisphere--America's Origins* focuses on the history, geography, and ways of life in Europe, Africa, Asia, and Australia. The *Western Hemisphere--America's Neighbors* focuses on Latin America and Canada. Case studies on selected nations are presented, as well as overall coverage of history, geography, and ways of life. A final grade 6/7 text, *Earth's Geography and Environment*, presents a study of how people live on earth--their distribution on the planet, the technology they have developed, and how they solve the problems of different geographic regions.

Teaching Procedures

A number of teaching helps are provided users of this program. For example, the teacher's editions contain a number of charts outlining thinking skills, scope and sequence, program content, and time frames in fairly specific detail. Also included are reduced pupil pages, core and optional teaching activities, and on-page ancillary reductions. Key features include objectives for units and lessons; skills lists and skills headings guiding the selection of activities and discussion; overviews and summaries of units, chapters, and lessons; "Reading for Comprehension Questions"; answer keys; background information; evaluation questions; extension activities; and activities for special learners. Key features of the teacher's resource book include high-interest individual activities, vocabulary exercises highlighting social studies terms, worksheet activities for each text lesson, additional reinforcement for all "Skills for Thinking" lessons, and map skills activities. Other features include documents and outline maps, handouts to accompany Ginn's software program "Exploring Tables and Graphs," chapter and unit tests, answer keys, project pages, and bulletin board ideas. Two recent additions for teachers include unit bulletin board posters and patriotic posters depicting national holidays.

Evaluative Comments and Suggestions

This new Ginn series, while retaining a number of traditional social studies features, offers an attractive, well-balanced series which intends to include women and culturally different people throughout the texts, to provide for special learners, and to present strong geographic skills and a global perspective. Although some of these features appear to be present only on the surface, the new series represents a vast improvement over the older series.

It is this reviewer's opinion that the increasing number of ancillary materials characteristically offered by social studies publishers might be more conveniently consolidated into one binder, eliminating the need for teachers to puzzle over how the pieces fit together. Overall, however, this program is an attractive, skill-based series with a variety of high-interest ancillary components.

Data sheet by Leslie Hendrikson.

2. GRAPHIC LEARNING INTERMEDIATE/JUNIOR HIGH SOCIAL STUDIES

Authors:	Douglas P. Superka, Eunice A. Combs, Laurel R. Singleton, and Lynn S. Parisi
Publisher:	Graphic Learning Corporation
Publication Date:	1986
Grade Level:	4-8
Materials and Cost:	3 teacher's guides, spiralbound, 188-252 pp., $20.00 each; 3 copy master files, loose-leaf (also available in workbooks), 172-240 pp., $67.00 each; laminated desk map with marking pen, $11.35 each; classroom package for 30 students, $324 per grade level (mini-sets of 10 and 15 also available, $155.00-$195.00)
Subject Area:	Interdisciplinary social studies

Overview

Building on map and globe skills as a major focus, Graphic Learning Intermediate/Junior High Social Studies uses student activity pages and individual laminated desk maps to help students learn about their world. Designed to make the critical link between content and skills easy, these new textbook supplements offer teachers a unique alternative to traditional social studies basal teaching. The materials are unique in that they are too substantial in content, skills, and teacher components to be classified merely as supplementary materials, but the absence of a hardback student text prevents this learn-by-doing program from being classified as a traditional basal program. The difference ends there, however, as the program clearly follows an expanding horizons approach by adding *Our Country: Its Land and People*, *Our Nation: Its Past and Present*, and *Our World: Its Land and People* to the previously published primary-level sequence (see p. 13).

While the intermediate- and primary-level programs are also similar in their adherence to a carefully constructed skills scope and sequence, they differ in several ways, including provision of different program components at the two levels. Another key difference is that the primary program is offered as a stand-alone basal or as a text supplement, while the intermediate program, though substantial enough to stand alone, is intended more as a supplement to traditional skills-weak texts. Hence, this new intermediate program can be considered as an independent intermediate/junior high sequence and/or as a continuum to the primary program.

Required or Suggested Time

Each activity in the three programs is designed to be completed in a single 45-minute class period. Sixty activities are offered in *Our Nation: Its Past and Present* and *Our World: Its Land and People*, while *Our Country: Its Land and People* contains 45 activities. The activities end with Challenge exercises that will extend the time needed. Because most activities are divided into two or three sections, they can be presented in shorter segments at the end of class periods that open with text reading and discussion.

Intended User Characteristics

The program is designed for average intermediate-level students. The activity-based nature will appeal to slower learners, while the instructional variety should appeal to more advanced students. A Fry readability analysis shows that for *Our Country: Its Land and People*, readability averages grade 5, while *Our Nation: Its Past and Present* and *Our World: Its Land and People*, maintain average reading levels of grades 7 and 8, respectively. New vocabulary is presented in boldface, and content is supported by attractive visuals such as black-and-white diagrams, maps, graphs and charts, and appealing graphics and layout.

Rationale and General Objectives

Graphic Learning Intermediate/Junior High Social Studies is based on the belief that while traditional textbooks are indeed repositories for a great deal of information, the reading format of texts does not allow for the practice and application experience needed to prepare students to use social studies skills successfully. Graphic Learning Social Studies

was therefore developed to help teachers address the need for more and better skill instruction. Based on the philosophy that students learn most effectively when they learn by doing, the intermediate program has four major goals: (1) to develop map and globe skills, social studies reading skills, thinking/problem-solving skills, study/research skills, and citizenship skills; (2) to apply these skills in developing knowledge of basic concepts and generalizations from each of the social sciences; (3) to heighten students' awareness of and appreciation for the physical and cultural world; and (4) to support and reinforce skills taught in language arts, math, and science. In addition, each lesson has specific lesson objectives.

Content

Although heavily emphasizing skills, the series also develops student understanding of basic concepts and generalizations from several social science disciplines. The content examples used to develop this understanding follow the expanding environments arrangement, thus facilitating use of the programs with basal social studies textbooks.

The first unit of *Our Country: Its Land and People* (grade 4) is an introduction to map and globe skills that also introduces the notion of regions. The unit is followed by four units, each examining one kind of region: deserts, grasslands, forests, and mountains. The final unit looks at how regions work together.

The first unit of *Our Nation: Its Past and Present* (grade 5) begins with a review of U.S. geography and map and globe skills. The presentation of U.S. history starts with the last ice age and earliest European settlements in North America and continues with a portrayal of events important to the country's development. The program concludes with a focus on the present and future of the United States and its neighbors.

A brief map and globe skills review in *Our World: Its Land and People* (grade 6) is followed by two units that look at the world as a whole. Unit 2 covers topics of physical geography while providing additional map skills work. Unit 3 focuses on culture study. These introductory units are followed by five units that look at ten regions of the world: Northern America, Latin America, Western Europe, Eastern Europe and the U.S.S.R., the Middle East and North Africa, Southern Africa, South Asia, East Asia, Southeast Asia, and Oceania. The final brief unit helps students reintegrate these regions into a whole, looking at technology, change, and global interdependence.

Teaching Procedures

Intended to minimize teacher preparation time, the teacher's guides were designed to provide all the information needed to use the basic activity, answer student questions, and expand the learning experience if desired. Each teaching plan is organized into the same format. Reduced copies of student activity pages with answers shown are placed at the inside lower portion of the teacher page. The following categories of information are provided: a list of materials needed, content summary, a list of major skill objectives, vocabulary words, teacher notes, activity openers, and extension activities for early finishers.

The student activity pages that form the core of the program include the use of individual laminated desk maps. Three kinds of uses are made of the desk map: (1) as a source of information needed to answer questions on the activity pages; (2) as a basis for comparison with thematic maps provided on the activity pages; and (3) as a base map to which students add information.

Skills scope-and-sequence charts are provided in the teacher's guides as are suggestions for linking Graphic Learning materials to basal texts.

Evaluative Comments and Suggestions

As one would guess from the name of the publisher, the attractive use of graphics and maps is this program's strength. On the negative side, promotional materials describing the program as intermediate/junior high are somewhat misleading, in that the program appears best suited for intermediate level students in grades 4-6. The program's learn-by-doing philosophy is another strength, and the fact that the program authors are solidly based in teaching experience, educational research, and the field of social studies is evident. Although the program is intended to supplement textbook reading, it would be tempting for some teachers to use this series as the basal with textbook reading as the supplement--a subtle but important distinction.

Data sheet by Leslie Hendrikson.

3. HOLT SOCIAL STUDIES

Author:	JoAnn Cangemi
Publisher:	Holt, Rinehart and Winston
Publication Date:	1986
Grade Level:	K-6
Materials and Cost:	Kindergarten Big Book, $168.96; 6 texts (1- 6), hardbound, 160-510 pp., $9.87-$16.29; 7 teacher's editions (K-6), spiralbound, 112-518 pp., $9.36-$23.76; (ancillary materials include teacher's resource books for grades K-2, workbooks with teacher's editions for grades 3-6, and CLASS II Management System for Apple II+, IIe, IIc, and IBM-PC)
Subject Area:	Interdisciplinary social studies

Overview

This 1986 edition of Holt, Rinehart and Winston's social studies program, though borrowing content from earlier Holt series, has undergone significant changes in content, appearance, organization, and teachability. Emphasis on concepts related to history, citizenship/government, economics, and sociology is maintained and an integrated skills program emphasizing geography skills, critical thinking skills, study skills, and reading skills is included. The major components of the series include a pupil's edition, teacher's edition, and teacher's resource book containing display posters, lesson worksheets, chapter reviews, tests, parent letters, the "Holt Biography Series," answer keys, and other instructional aids. Scope-and-sequence charts for both skills and content, charts showing skills both important in social studies and reading, suggestions for using maps and atlases, and ideas for meeting the needs of exceptional children are included in the teaching components. Workbooks provide reinforcement and extension of lesson concepts and skills, and a computer testing program (CLASS II)--a computerized learning and scoring system intended to provide increased flexibility in reporting, increased automation in record keeping, and increased customization of student tests and reports--is also available.

Required or Suggested Time

The texts and teacher's editions for grades K-6 provide sufficient material for one year's instruction. In fact, if the abundant extension activities are used along with the workbooks to supplement the texts, teachers--primarily at the higher levels--will have to maintain a rigid schedule to complete the materials. Texts for grades K-2 contain between four and six units, each containing between five and nine lessons. Texts for grades 3-6 contain between five and nine units, with approximately 18 chapters in the grade 3-4 texts and 25 chapters in the grade 5-6 texts. Although materials are abundant, no specific time allotments are provided in the teacher materials.

Intended User Characteristics

According to the publisher, these materials are at grade level in readability, using the Dale-Chall formula and excluding technical terms, which are printed in boldface type and defined both in the text and in the margins. A Fry readability analysis indicated that the grade 3-6 materials are approximately one grade above their designated reading level; grades 1 and 2 are at grade level in readability. Visual supports include the use of boldface headings and new vocabulary, and a variety of colorful illustrations, maps and charts, and photographs.

Rationale and General Objectives

Although no specific rationale statement is made, the editor's preface stresses the belief that the social studies class is, or should be, a "setting in which children are able to develop individuality, integrity, resourcefulness, cooperation, and other social qualities necessary for social maturity." Hence, the series reflects the publisher's goals of developing a program that (1) follows a traditional expanding environments approach; (2) provides relevant and viable content that acknowledges the diversity of American culture; (3) provides an integrated skills program that emphasizes geography, critical thinking skills, study skills, and reading skills; and (4) provides abundant instructional aids. Content

The kindergarten program, *Me*, helps students learn about themselves; their school and daily life; their family, friends, and neighbors; and the world around them. At grade 1, students look at *People* in the context of the family, the school, and time and space. They also compare houses, clothing, and travel and communication today and in the past. Interesting chapters not seen in earlier series are "Families Share a Language," "Families Change," "Other Kinds of Schools," and "Space Study." At grade 2, the focus is on *Neighborhoods*. Covered are wants, needs, and work of people in neighborhoods, the purposes of neighborhoods, and "Neighborhoods of Yesterday." Compared to earlier editions, this edition focuses more on economics and the neighborhood in the world context. There is also more emphasis on citizenship and ethnically different neighborhoods (i.e., Greek-Americans, Apache, Polish-American, and Chinese-American neighbors).

People, history, and work are the topics of the grade 3 text, *Communities*. As with other volumes in the revised series, this text has been expanded to reflect more diversity in communities. It includes coverage of a mining community and an Israeli kibbutz. *Regions*, the grade 4 text, looks at regions of the United States, including the northeast, southeast, midwest, southwest, Rocky Mountain region, Pacific region; also covered are world mountain, grassland, desert, and forest regions.

A chronological history of the United States is presented in the grade 5 book, *America and Its Neighbors*. The final unit in this text provides coverage of Canada and Latin America. The grade 6 text, *The World*, opens with an exploration of world landforms, climate, and early cultures. The book then presents a unit on each continent except Antarctica. New maps of Denmark, Tanzania, China, and the Andes Mountains have been added to the already exhaustive list of maps.

Teaching Procedures

Highlights of the teacher's editions include a unit opener that provides unit concepts, information about the unit, a list of materials, bulletin board ideas, books for students and teachers, field trip suggestions, and films/filmstrips suggestions. Other highlights include an easy-to-follow lesson structure, content and skill objectives, vocabulary highlights, step-by-step suggestions for teaching the lesson, answers to questions, boldface type for suggested questions, background information for "Famous People" and "Close-Up on the World" features, color-coded extension activities, and reinforcement and enrichment activities. Comprehensive teacher's resource books, similar to those offered by most textbook publishers this year, provide grade 1 and 2 teachers with posters, parent letters, a biography series, worksheets, chapter tests, and an answer key. Reinforcement and extension activities can be found in the student workbook.

Evaluative Comments and Suggestions

This edition of Holt Social Studies, although comparable to other social studies series, reflects attempts to make social studies texts less ethnocentric and more global in perspective. For example, the 1983 sixth-grade text, *Our World*, has been changed to *The World*, and more attention is given to cultural diversity. The teacher's resource book, which helps teachers better grasp and integrate ancillary materials, offers a variety of valuable instructional aids. This reviewer's only suggestions are that some sort of time specifications be included and that a chart orchestrating the various ancillary components be included at the beginning of each unit in the teacher's guide.

Data sheet by Leslie Hendrikson.

4. GRAPHIC LEARNING PRIMARY SOCIAL STUDIES

Authors: Pamela Swank, Barbara Fink, and James E. Davis

Publisher: Graphic Learning Corporation

Publication Date: 1986

Grade Level: 1-3

Materials and Cost: 3 books, softbound, 45-57 pp., $5.15-$5.40; 3 teacher's guides, spiralbound, 135-167 pp., $17.30-$17.45; 3 copy master files, loose-leaf (also available in workbooks), 108-216 pp., $57.70-$60.00; 3 laminated desk maps with marking pens, $7.20 each; classroom package for 30 students, $339.00-$349.00 per grade level (mini-sets of 10 and 15 also available, $170.00- $214.00)

Subject Area: Interdisciplinary social studies

Originally Reviewed: *Data Book*, volume 9 (1984)

Overview

Building on map and globe skills as a major focus, Graphic Learning Primary Social Studies uses a combination of student activity pages, individual study books, and individual laminated desk maps to help students learn about their social world. While the program has student reading materials, it is activity-based, rather than reading-based, yet follows the traditional expanding environments approach--grade 1 is entitled *Our Homes and School*, grade 2, *Our Neighborhoods and Groups*, and grade 3, *Our Community and Others*. Although the program is geography-focused, it assures that students (1) learn the traditional content of social studies by reading-and-doing; (2) are introduced to the full scope of social studies skills through continual practice; and (3) are provided with language development opportunities as they learn social studies content through limited but focused reading activities.

Major Revisions

Although the 1986 edition of Graphic Learning Primary Social Studies reflects minor content changes, the appearance and useability of the program have been greatly enhanced. For example, separate teacher's guides with on-page reproductions of student materials provide a simpler, easier-to-follow format for teachers. The copy master files provide attractive, reproducible student materials in one consolidated binder rather than interspersed with teacher instructions, as was the case with the previous edition. Cosmetic changes also include colorful, more professional bindings. Minor changes in the third-grade program content include the resequencing of some lessons into a more logical framework and the replacement of a few activities with newer, improved activities.

Evaluative Comments and Suggestions

Graphic Learning Primary Social Studies is a unique primary program, which can either be used in place of more conventional basal series or to supplement activity-weak texts. As of this year, new materials for grades 4-6 have been developed to extend the program (see pp. 9-10). The laminated desk maps, used over and over throughout the school year, are an asset, one that strengthens the program's focus on map and globe skills. Despite this focus, all the social sciences are covered, and the program should serve to build a sound social studies skills foundation for primary students.

Original data sheet by Frances Haley; update by Leslie Hendrikson.

5. HEATH SOCIAL STUDIES

Authors:	Gloria P. Hagans, Barbara Radner Reque, Richard Hall Wilson, and Bert Bower
Publisher:	D.C. Heath
Publication Date:	1987 (rev. ed.)
Grade Level:	K-7
Materials and Cost:	Kindergarten teacher's edition, spiralbound, 222 pp., $18.51; kindergarten teacher's resource book of duplicating masters, $37.20; kindergarten posters, $51.60; 7 texts (1-7), hardbound, 144 to 592 pp., $9.27-$15.99; 7 teacher's editions (1-7), spiralbound, 186-658 pp., $16.50-$22.20 (ancillary materials include teacher's resource books, workbooks, activity mats, posters, and a classroom atlas)
Subject Area:	Interdisciplinary social studies
Originally Reviewed:	*Data Book*, vol. 10 (1985)

Overview

This recently revised elementary program is organized around an expanding environments scheme, drawing its content primarily from geography, history, government, economics, anthropology, and sociology. Five categories of skills are taught in Heath Social Studies: map and globe; graph and chart-reading; reading; thinking; and writing, speaking, and research. The main components of the program are a hardback student text, spiralbound teacher's edition, and a teacher's resource binder containing a convenient compilation of unit and chapter tests, worksheets, outline maps, and notes to students' families. Workbooks are also available. It should be noted that materials contained in the resource binder are available separately, as is a student atlas. Materials for each of the grade levels are sufficient for a one-year course for average or above-average readers. Four general aims are given for the program: "(1) to help students understand how they are linked to other people in the community, state, region, nation, and world; (2) to prepare students for responsible citizenship; (3) to foster pride in the United States and build an appreciation of the nation's cultural heritage; and (4) to acquaint students with other nations in the world and other ways of life."

Major Revisions

While content changes in the student text are few, the publisher's reorganization of ancillary materials into a more convenient teacher's resource binder should minimize confusion among teachers and textbook adopters as to how the parts all fit together. This change reflects efforts not only to enhance teachability, but also to provide more "learn-by-doing" skill development opportunities. Because the series' original publication date is fairly recent (1985), content changes and updates in the 1987 revision appear to be unnecessary.

Evaluative Comments and Suggestions

This sound, well-presented program is logically organized and informative. In general, the 1985 Heath Social Studies Series showed improvement over previous Heath series in its presentation, skill development, revised content, and supplementary materials. This 1987 revision appears to have focused primarily on enhancing teachability through reorganization of its teacher materials.

Original data sheet and update by Leslie Hendrikson.

6. MACMILLAN SOCIAL STUDIES

Senior Author: John Jarolimek

Publisher: Macmillan Publishing Company

Publication Date: 1987

Grade Level: K-6/7

Materials and Cost: Kindergarten Big Book, $117.38; Kindergarten activity book, softbound, 32 pp., $3.65; 7 texts (1-7), hardbound, 216-608 pp., $10.69-$18.37; 7 teacher's editions (1-7), spiralbound, 230-644 pp., $16.96-$28.42 (ancillary materials include teacher resource books, workbooks, teacher's editions of workbooks, tests, and teacher's resource centers)

Subject Area: Interdisciplinary social studies

Originally Reviewed: *Data Book*, volume 9 (1984)

Overview

This revised 1987 edition of Macmillan Social Studies emphasizes development of social studies skills as students acquire a solid foundation in the various disciplines of social studies, particularly history and geography. Factual learning is combined with the development of positive attitudes such as good citizenship and respect for other cultures. A variety of visuals--including maps and charts, photographs, and illustrations--complement content and skill development sections. The series follows the traditional expanding horizons approach, beginning with *My World* at the kindergarten level and ending with the seventh-grade text, *World Neighbors*. Series components include hardbound texts and spiralbound teacher's editions for grades 1-7 and a Kindergarten Big Book (18" x 18") and activity book for younger students. Practice and testing materials include workbooks, unit tests, teacher's resource books, and teacher's resource centers.

Major Revisions

This program has been revised twice since it was initially reviewed. The most substantial change made in the first revision was replacement of the grade 3 text, *Communities Today and Yesterday*, with a new text, *Communities: People and Places*.

Major revisions implemented in 1987 include the following: (1) updating of all statistical information and some of the photographs, (2) changing of the enrichment section in the back of each text to a skills practice section, (3) addition of critical thinking questions to mid-unit and end-of-unit reviews, (4) addition of four-color overhead transparencies that correlate with the map and globe sections in the front of every teacher's edition, and (5) the addition of three new components provided on blackline masters--"Our Holidays" for grades 1 and 2, "America's Holidays" for grade 5, and "America's Constitution," also for grade 5.

Evaluative Comments and Suggestions

Overall, changes in the series reflect stronger emphasis on skill development, geography, and the global community. Content changes are few (with the exception of the grade 3 text). The most apparent changes are in program teaching components and cosmetic improvements.

Original data sheet by Judith E. Hedstrom; update by Leslie Hendrikson.

SUPPLEMENTARY ELEMENTARY CURRICULUM MATERIALS

Entry No.	Title	Page No.
Print		
7.	Children, Literature and Social Studies: Activities for the Intermediate Grades	19
8.	Cities and Their People	19
9.	Community: People and Places	19
10.	Cornerstones of Freedom Series	20
11.	Elementary School Educational Materials on Russian Geography, Language, Literature, and Children	20
12.	Family: Past and Present	21
13.	Futuring: Solving Tomorrow's Problems Today	21
14.	Government Today	21
15.	History of Everyday Things Series	22
16.	History of Our County	22
17.	Learn About Living Books	22
18.	Map Skills for Today	23
19.	Map Skills Poster Kit	23
20.	Presidents: Understanding America's Presidents Through Research-Related Activities	24
21.	Pursuing the Past	24
22.	Reading and Critical Thinking	24
23.	Think Factory: Problem Solving for Today's World	25
24.	Thinking and Learning	25
25.	Turning Points in American History Series	26
26.	Water: A Powerful Resource for New England	26
27.	Windows to the World/More Windows to the World	26
Nonprint		
28.	American Family in China, An	29
29.	Community Workers, Group 1 [and] Group 2	29
30.	D'Aulaires' Origins of America	29
31.	It's a Small World	30
32.	Lollipop Dragon's Adventures in Ethnic Pride	30
33.	Making Decisions: You Can Learn How	33

Entry No.	Title	Page No.
Nonprint		
34.	People of the American Revolution	31
35.	Profiles of Black Americans	31
36.	Thanksgiving	31
37.	We Celebrate Holidays	32

Note: The programs reviewed in entries 8, 11, 13, 14, 15, 20, 21, 23, 25, 27, 28, 33, 34, and 35 can also be used at the secondary level.

Supplementary reviews by Leslie Hendrikson.

7. CHILDREN, LITERATURE AND SOCIAL STUDIES: ACTIVITIES FOR THE INTERMEDIATE GRADES

Authors: Tom McGowan and Meredith McGowan

Publisher: Special Literature Press

Publication Date: 1985

Grade Level: 4-6

Materials and Cost: Book, softbound, 124 pp., $13.95

Subject Area: Reading in the content areas, U.S. history

Intended to enrich the regular social studies curriculum through juvenile literature and related activities, this "how-to" resource has six major goals: (1) to sensitize students to other cultures and subcultures; (2) to build critical-thinking/problem-solving skills (3) to promote group interaction; (4) to develop oral and written communication skills; (5) to reinforce map and globe skills; and (6) to foster information-gathering skills. Each of the book's 15 chapters centers around a work of children's fiction selected for its literary quality, appeal to children, and potential contribution to social studies teaching. Each chapter begins with a story summary followed by discussion of the subject book's relationship to the social studies, development of communication skills, ways each book nurtures the affective domain and promotes critical thinking, ideas for practicing map and globe skills, and suggestions for using information-gathering skills. An annotated bibliography concludes the publication.

8. CITIES AND THEIR PEOPLE

Author: Celia Burger

Publisher: Good Apple, Inc.

Publication Date: 1985

Grade Level: 6-12

Materials and Cost: Workbook, softbound, 80 pp., $6.95

Subject Area: Community studies

These carefully sequenced, reproducible activities help students learn about cultural composition, interdependence, and resources of major U.S. cities. Upon becoming aware of the community as a resource and as an extension of the school environment, students begin to understand the processes of the city and how they as citizens can implement changes. The first section of the program is a guided exploration of five major U.S. cities: New Orleans, Chicago, San Francisco, New York, and Tucson. Starting with New Orleans, the most detailed study, students learn a research process enabling them to complete an independent study presented in the second section of the book. The final section contains a series of activities that can be integrated into the independent study or used by the teacher and students for local community research.

9. COMMUNITY: PEOPLE AND PLACES. AN OLD STURBRIDGE VILLAGE ACTIVITY BOOK

Editor: Sandra Gibson-Quigley

Publisher: Old Sturbridge Village, Inc.

Publication Date: 1985

Grade Level: 4-6

Materials and Cost: Book, softbound, 32 pp., $4.95

Subject Area: Community studies, local history, U.S. history

This self-contained, reproducible activity book deals with communities today and in the past. Utilizing diaries, maps, illustrations, architectural guides, and other primary source materials, students examine their own community and contrast it with others. The book employs a variety of resources and methods to give students information about communities, as well as asking them to collect their own data. Topics focusing on both communities of today and communities of the 19th century include neighborhoods, town centers, meeting needs, and building encounters.

10. CORNERSTONES OF FREEDOM SERIES

Author: Jim Hargrove, Zachary Kent, and R. Conrad Stein

Publisher: Childrens Press

Publication Date: 1986

Grade Level: 3-6

Materials and Cost: 5 books, hardbound, 32 pp. each, $6.95 each

Subject Area: Contemporary issues, U.S. history

Five new titles in this library series of more than 50 topical history supplements include the following: (1) *The Story of the Black Hawk War*, a commentary on the questionable actions of the U.S. government concerning a battle that ultimately pushed the Sauk and Fox Indians west of the Mississippi; (2) *The Story of the Challenger Disaster*, a sad review of the recent space shuttle tragedy; (3) *The Story of the Election of Abraham Lincoln*, a reflection on Lincoln's election as the country prepared itself for the ensuing conflict between the North and South; (4) *The Story of the Montgomery Bus Boycott*, a tribute to the successful yearlong bus boycott that helped lead to the destruction of the South's racist laws; and (5) *The Story of the United Nations*, a documentary of the ways in which the Allied powers worked together to create an organization that would prevent future wars. Detailing important events in U.S. history, titles in this series offer children a sense of being witnesses to history in the making. Although no teaching component is offered, the books make high-interest supplementary reading for topical units in U.S. history.

11. ELEMENTARY SCHOOL EDUCATIONAL MATERIALS ON RUSSIAN GEOGRAPHY, LANGUAGE, LITERATURE, AND CHILDREN. THE GROUND ZERO PAIRING PROJECT

Publisher: Ground Zero Resource Center

Publication Date: 1986

Grade Level: 1-8

Materials and Cost: Packet of assorted materials, $9.95; audiotape, $6.95; bulletin board display, 40" x 80", $9.95

Subject Area: Global education, Soviet studies

Stemming from The Pairing Project, which pairs students in U.S. and Soviet cities to form a framework for enhancing cross-cultural understanding, this packet contains a variety of educational materials related to this innovative outreach effort. The packet provides "Global Ladder," a program of communication between American and Soviet youth utilizing a jigsaw of Russian/English sentence elements for constructing simple letters in both languages. A U.S. map labeled in Russian precedes three activity booklets: (1) *The Land of the Russians*; (2) *The Russian Alphabet and Language*; and (3) *Russian Culture, Literature, and Children*. An accompanying audiotape about growing up in the Soviet Union and Soviet children's literature and a bulletin board display are also available.

12. FAMILY: PAST AND PRESENT. AN OLD STURBRIDGE VILLAGE ACTIVITY BOOK

Editor: Sandra Gibson-Quigley

Publisher: Old Sturbridge Village, Inc.

Publication Date: 1985

Grade Level: 3-6

Materials and Cost: Book, softbound, 32 pp., $4.95

Subject Area: Local history, U.S. history

Using census material, vital records, journals, diaries, and other primary source materials to teach about everyday life in the past, this self-contained activity book enables students to compare family life today with family life in the past. Reproducible worksheets and a variety of resources and methods give students information about families while asking them to collect their own data. Families and household structure, family functions, and family roles--in families today and in the 19th century--are examined. The publication concludes with a family register in which students are asked to list major events in the lives of their families.

13. FUTURING: SOLVING TOMORROW'S PROBLEMS TODAY

Publisher: Sunburst Communications

Publication Date: 1985

Grade Level: 5-9

Materials and Cost: 3-ring binder containing 90 black-line masters, student record sheets, guide, $49.00

Subject Area: Future studies, science-related social issues

This multidisciplinary program helps children "invent desirable tomorrows" through an examination of many possible futures. Open-ended activities simulate tasks of real-life futurists who examine trends and predict outcomes. Students plan solutions to problems of the future as they progress through the following sections: (1) "21st Century Technologies"; (2) "What's Out There?"; (3) "And the Living Is Easy"; (4) "Developing a Global Perspective"; and (5) "Next Step: The Future." Copy masters and cartoon illustrations offer visual support to the program.

14. GOVERNMENT TODAY

Author: Beverly Vaillancourt

Publisher: New Readers Press

Publication Date: 1985

Grade Level: 5-7

Materials and Cost: Text, softbound, 160 pp., $5.95; teacher's guide, softbound, 16 pp., $1.50; workbook, softbound, 96 pp., $2.95

Subject Area: Citizenship education, U.S. government

Eleven units delineate the various aspects of government, progressing from the federal level and its various branches to the local and individual level. A majority of the information is presented in question-and-answer form, to pique the curiosity of the reader. The book goes into great detail regarding the hierarchy of power in this country and how it flows. The method used is mainly memorization and recall of material in conventional form.

15. HISTORY OF EVERYDAY THINGS SERIES

Author: Giovanni Caselli

Publisher: Peter Bedrick Books

Publication Date: 1986

Grade Level: 4-8

Materials and Costs: 3 books, hardbound, 48 pp. each, $12.95 each

Subject Area: World history

The First Civilizations, *The Roman Empire and the Dark Ages*, and *The Renaissance and the New World*, are three volumes introducing this new series. The first presents an absorbing picture of how people in the past lived their day-to-day life. The earliest toolmakers, the Ice Age hunters of 35,000 years ago, and the early civilizations of Egypt, China, and Greece emerge through colorful illustrations of tools, weapons, food, houses, and clothing. Focusing on the lives of the Celtics, Romans, Anglo-Saxons, Byzantines, Arabs, and Vikings, the second book presents a history of these peoples through examination of the things they made--their costumes, architecture, personal effects, household objects, instruments, tools, and markings. The final book depicts everyday life in France, Italy, Spain, Germany, Holland, and England, as well as in Jamestown, Virginia, and pioneer settlements in New England. Titles in preparation are *The Middle Ages* and *The Modern World*.

16. HISTORY OF OUR COUNTRY

Authors: Judith L. Irvin and Elaine O. Rose

Publisher: Southwinds Press

Publication Date: 1984

Grade Level: 5

Materials and Cost: Kit containing 3-ring binder of 111 black-line masters, 30 laminated desk maps, 30 map markers, teacher's guide, and answer key, $229.00

Subject Area: Geography, U.S. history

One of a series of programs focusing on map study in a meaningful, whole-language context, this program aims to provide each student with a basic understanding of the history and geography of the United States. Thirty-five activities and 16 maps are presented in three major units. Eight activities in Unit 1 deal with understanding and reading maps, including the use of symbols and legend, scale and distance, special-purpose maps, directions, grids and indexes, latitude and longitude, and globes. Activities in the second unit deal with reading diagrams, graphs, and tables. History lessons are presented in the final unit, which begins with the Ice Age and first Americans and continues through events in the United States to 1984.

17. LEARN ABOUT LIVING BOOKS

Authors: Various

Publisher: Goldencraft

Publication Date: 1985

Grade Level: K-6

Materials and Cost: 8 books, hardbound, 32 pp. each, $7.95 each; complete set, $63.60

Subject Area: Affective education, social problems

Intended to help children talk about confusing life situations, this series opens the door to discussions on subjects and events most troublesome for children. In a positive, nonthreatening manner, titles in the series help children deal with divorce in the family, nightmares, personal safety, stepfamilies, prejudice, safety rules, death, and protection from strangers. Prepared in cooperation with Dr. Bernard Berk of the Bank Street College of Education, these brief, easy-to-read and attractively illustrated books help children explore their own feelings when faced with difficult personal and social situations.

18. MAP SKILLS FOR TODAY

Publisher: Weekly Reader

Publication Date: 1986

Grade Level: 1-6

Materials and Cost: 6 workbooks, softbound, 32 pp. each, $1.80 each; duplicating master books (grades 2-6), $5.95 each

Subject Area: Geography, map skills

This revised and updated workbook series offers consumable supplements intended to strengthen student map-reading competencies. The first of the six workbooks provides concrete experiences that increase understanding and develop skills in the use of maps and globes. Book 2 introduces new terms and offers activities involving simple map symbols and the use of cardinal directions. New map symbols, map keys, and activities involving the determination of direction and position are introduced in book 3. The next workbook uses map scales and map keys, offers activities that involve determining direction and position, and introduces all the continents. The final two workbooks provide students with experience in latitude and longitude and activities involving projections and inferences. The workbooks, which parallel the "expanding horizons" approach used in most basals, begin with small area maps and end with maps of countries and continents.

19. MAP SKILLS POSTER KIT

Publisher: Weekly Reader

Publication Date: 1986

Grade Level: 4-6

Materials and Costs: Kit containing 6 color wall posters and 12 duplicating masters, $14.95

Subject Area: Geography, map skills

Intended to help students grasp map concepts, understand the meaning of abstract geographic terms, and learn how to use road maps to locate areas and plan trips, this classroom poster kit contains maps entitled: "Symbols Are Keys to Map Mysteries," "Scale Is Key to Map Distance," "Compare Maps to Solve Problems," "Finding Places on a Globe," "Map Your Tour of Washington," and "Language of Geography." The posters and duplicating masters can be used to visually support basal or supplementary geography materials.

20. PRESIDENTS: UNDERSTANDING AMERICA'S PRESIDENTS THROUGH RESEARCH-RELATED ACTIVITIES

Author: Jerry Aten

Publisher: Good Apple, Inc.

Publication Date: 1985

Grade Level: 4-8

Materials and Cost: Book, softbound, 156 pp., $9.95

Subject Area: U.S. government, U.S. history

Designed to interest students in the lives and personalities of American presidents, each mini-unit begins with a brief, biographical sketch of a president, including highlights of his life and administration. Presidents from George Washington through Ronald Reagan are covered. Each biography is followed by "Presidential Trivia," a series of 12 questions that require additional reading from other sources. The final phase in the study of each president is discussion of thought questions. The culmination of the study is a game, also labeled "Presidential Trivia," containing 80 cards with five trivia questions on each. This format allows for use by the entire class or by pairs of students. Activity sheets requiring fill-in-the-blanks, matching, word scrambling, information synthesis, and creative writing conclude the publication.

21. PURSUING THE PAST

Authors: Eugene F. Provenzo, Jr. and Asterie Baker Provenzo

Publisher: Addison-Wesley Publishing Company

Publication Date: 1984

Grade Level: 5-8

Materials and Cost: Book, softbound, 117 pp. plus teacher's guide, softbound, 107 pp., $13.64

Subject Area: Community studies, local history, oral history

Intended for advanced fifth- and sixth-graders and junior high students, this book can be used in conjunction with courses on local and state history. While giving students a look at historical research methods, the text emphasizes personal and family history with chapters on oral history, historical photographs, family histories, and cemeteries. The accompanying teacher's guide outlines skills and concepts, describes required preparation, and provides notes on activities, suggested questions, and other materials in black-line master format. A bibliography concludes the publications.

22. READING AND CRITICAL THINKING

Authors: Donald L. Barnes and Arlene Burgdorf

Publisher: Educational Design, Inc.

Publication Date: 1985

Grade Level: 4-6

Materials and Cost: Workbook, paperbound, 96 pp., $5.50 each; 10 or more copies, $3.95 each

Subject Area: Critical thinking, reading in the content areas, social studies

Suitable for students in grades 4-6, this workbook helps students sharpen reading and thinking skills. Its ten instructional chapters cover (1) content and word meaning; (2) sequence; (3) remembering details; (4) identifying main ideas; (5) judging the adequacy of information; (6) citing evidence; (7) drawing conclusions; (8) predicting outcomes; (9) facts, probabilities, and opinions; and (10) author's purpose and point of view. In conjunction with 40 reading selections, the book isolates and teaches these ten identified critical thinking skills. Next, in a section entitled "Putting It All Together," students apply the skills taught earlier to readings in the social studies content areas.

23. THINK FACTORY: PROBLEM SOLVING FOR TODAY'S WORLD

Publisher: Sunburst Communications

Publication Date: 1986

Grade Level: 5-7

Materials and Cost: 100 reproducible black-line masters, teacher's guide, 3-ring storage binder, $39.00

Subject Area: Contemporary issues, global education, science-related social issues

Intended to help students analyze and evaluate some of today's most urgent global problems, this program includes relevant stories, articles, and essays presenting interesting facts and opinions about energy, the arms race, pollution, and other international issues. Questions, activities, and projects of varying complexity challenge students to find possible solutions to world problems. Students may choose to draw diagrams, use reference books, talk to community leaders, role-play, conduct interviews, or write scenarios. The first section focuses on viewpoints of developing cultures including the Bushman of Africa, urban dwellers in India and Bangkok, developing markets in developing countries, and women's rights and priorities in Kenya. Subsequent sections focus on pollution and the environment, global interdependence, energy, world peace, and science and technology.

24. THINKING AND LEARNING

Author: Selma Wasserman

Publisher: Coronado Publishers, Inc.

Publication Date: 1985

Grade Level: 3-6

Materials and Cost: 4 color-coded lesson kits, each containing posters and teacher cards, teacher's manual, 100 student activity cards, individual lessons, and 30 student folders, $221.40 each

Subject Area: Interdisciplinary social studies, reading in the content areas

This program introduces thinking skills integrated within social studies and such other curriculum areas as language arts, math, science, music, art, recreation, and computers. The numerous components enable students to work independently, then store their materials, self-evaluations, and teacher evaluations in the folders provided in the kits. Visual aids such as color-coding, posters, and ditto masters offer support to the materials provided in the kit. Thinking skills emphasized in the program are observing, comparing, classifying, imagining, identifying assumptions, making hypotheses, solving problems, and making decisions.

25. TURNING POINTS IN AMERICAN HISTORY SERIES

Authors: Various

Publisher: Silver Burdett

Publication Date: 1985-86

Grade Level: 5-8

Materials and Cost: 10 books, hardbound, 64 pp. each, $10.47 each; some available softbound, $4.31 each

Subject Area: U.S. history, world history

Important moments in American history are presented in ten series titles: (1) *The Battle of Gettysburg*; (2) *The Battle of Trenton*; (3) *The Bridge at Selma*; (4) *The Constitutional Convention*; (5) *The Crash of '29 and the New Deal*; (6) *D-Day*; (7) *Hiroshima*; (8) *The Lewis and Clark Expedition*; (9) *One Giant Leap for* Mankind; and (10) *The Transcontinental Railroad*. Each volume contains highly readable narrative covering topics often omitted from traditional elementary textbooks. Specially highlighted contemporary accounts, capsule bibliographies, detailed maps, diagrams, and more than 40 illustrations offer visual and textual support.

26. WATER: A POWERFUL RESOURCE FOR NEW ENGLAND. AN OLD STURBRIDGE VILLAGE ACTIVITY BOOK

Editors: Sandra Gibson-Quigley, Peter O'Connell, and Caroline Sloat

Publisher: Old Sturbridge Village, Inc.

Publication Date: 1985

Grade Level: 3-6

Materials and Cost: Book, softbound, 15 pp., $4.00

Subject Area: Science, U.S. history

This booklet of sources for understanding waterpower and its impact on New England's work scene builds an interesting bridge from social studies to science and technology. Activity suggestions accompany illustrations comparing older methods of generating water power (such as waterwheels) to newer methods. Instructions for creating a student-constructed waterwheel are included. Topical headings and illustrations focus on "Capturing Water's Power," "Water Turns Wheels to Make Power," "Waterwheels Run Machines," "Selecting Mill Sites," "Waterpowered Mills Service Community Needs," "Waterpowered Mills Created Jobs," "Decline of Waterpower in New England," and "Water Has a Powerful Future."

27. WINDOWS TO THE WORLD/MORE WINDOWS TO THE WORLD

Author: Nancy Everix

Publisher: Good Apple, Inc.

Publication Date: 1984-85

Grade Level: 2-8

Materials and Cost: 2 books, softbound, 118-122 pp., $8.95 each

Subject Area: Area studies, world cultures, world geography

Students "take a trip" around the world, learning about the geographical and historical background of seven countries in each book. Through attractively-illustrated, reproducible, and high-interest activities, students experience the excitement of exploring languages, food, native plants, and

animals in 13 countries. Countries covered in the first volume include China, Mexico, Australia, Brazil, Canada (British Columbia), West Germany, and Egypt. Countries covered in the subsequent volume include Norway, Japan, Kenya, Canada (Quebec), Italy, Peru, and India. A final section in each volume, "Debriefing the Traveler," includes ideas for student projects, suggestions for a United Nations Day, a hand-drawn filmstrip "travelogue," and recipes and games unique to each country.

28. AMERICAN FAMILY IN CHINA, AN

Publisher: Community Learning Connections

Publication Date: 1985

Grade Level: 6-9

Materials and Cost: 2-part, 60-minute videocassette (Beta or VHS), with manual, $99.00

Subject Area: Asian studies, geography, global education

This video documentary, billed as "not just another expensive travelogue," focuses on the people of China, the world's most populous nation. Presented from the perspective of 13-year-old Linell Ajello and her 12-year-old brother, Aaron, as they travel with their parents through cities and countries. Students experience a post-Cultural Revolution China as they visit a variety of settings, including a duck farm outside of Beijing and a noisy street market in Shanghai. A video manual accompanies the program.

29. COMMUNITY WORKERS, GROUP 1 [and] GROUP 2

Publisher: Society for Visual Education, Inc.

Publication Date: 1986

Grade Level: K-4

Materials and Cost: 2 sets of 4 sound filmstrips with 24 skill sheets and guide, $154.00 per set; individual sound filmstrips, $35.00; set of skill sheets, $27.50

Subject Area: Career education, community studies, social studies

Focusing on community workers familiar to young children, this two-part series stresses the concept of a community as a place where people work and take care of other people's needs and wants. Titles in the first set of filmstrips include "Our Community Workers," "Workers Who Help Keep Us Well," "Workers Who Help Keep Us Safe," and "Workers Who Help Us Learn." The second group shows how workers function independently to meet the needs of the community for communications, transportation, government, and recreation. Viewers meet postal workers, television station employees, bus drivers, city council members, lifeguards, and circus clowns as they carry out their jobs. Titles in the second group are "Workers Who Communicate," "Workers Who Help Us Move from Place to Place," "Workers Who Help Us Make Rules," and "Workers Who Help Us Have Fun." A good supplement to a typical third-grade unit on communities, these materials are accompanied by reproducible skill sheets using matching, fill-in-the-blank, and identification activities to reinforce concepts taught in the filmstrips.

30. D'AULAIRES' ORIGINS OF AMERICA

Publisher: Society for Visual Education, Inc.

Publication Date: 1986

Grade Level: K-6

Materials and Cost: 4 sound filmstrips with guide, $139.95 (sold as complete set only)

Subject Area: U.S. history

With their prize-winning illustrations and personal approach to history, Ingri and Edgar Parin d'Aulaire bring life to chapters in U.S. history. The first filmstrip, "d'Aulaires' Leif the Lucky," follows the life of Norseman Leif Ericson, who braved the Atlantic to find Vinland--North America. Subsequent filmstrips include, "d'Aulaires' Pocahontas," a saga of an Indian woman who saved the life of colonist John Smith; "d'Aulaire's Buffalo Bill," a portrayal of the spirit of the "wild west"; and "d'Aulaire's Star-Spangled Banner," a look at the meaning of patriotism.

31. IT'S A SMALL WORLD

Publisher: Walt Disney Educational Media Company/Associated Press

Publication Date: 1986

Grade Level: 1-6

Materials and Cost: 5 filmstrips, 5 cassettes, $169.00

Subject Area: Area studies, global education, world cultures

This filmstrip set covers five countries from five continents: Brazil from South America; Canada (Hida Indians) from North America; Italy from Europe; Japan from Asia; and Kenya from Africa. Each filmstrip presents a different country from the point of view of a native child. The young narrators introduce themselves and describe their communities, homes, and families. They also talk about school days, hobbies, chores, clothing, meals, holidays, customs, and traditions unique to their cultures. Photographs in the filmstrip are provided by Associated Press offices around the world.

32. LOLLIPOP DRAGON'S ADVENTURES IN ETHNIC PRIDE

Publisher: Society for Visual Education, Inc.

Publication Date: 1986

Grade Level: K-3

Materials and Cost: 4 sound filmstrips, 24 skill sheets, teacher's guide, $164.00; individual sound filmstrips, $38.50

Subject Area: Global education, multicultural education

This new title in the Lollipop Dragon series leads young viewers on an exploration of their world that shows how we are all "different" and why we should be proud of these differences. In this introduction to the idea of cultural heritage, Lollipop helps students see that each one of them belongs to many different groups and carefully points out the differences between personal dislikes and prejudice. Reproducible skill sheets reinforce the Dragon's message with projects and activities.

33. MAKING DECISIONS: YOU CAN LEARN HOW

Publisher: Sunburst Communications

Publication Date: 1986

Grade Level: 5-9

Materials and Cost: 2 sound filmstrips with teacher's guide, $109.00

Subject Area: Citizenship education, social studies

Intended to provide preteens and young teens with skills to use in making decisions, these filmstrips point out that the decisions young people make now can affect the direction of their lives. Part 1, "Why Make Decisions," demonstrates why the desire to make decisions increases as one enters adolescence and why some decisions seem to be almost automatic, while others can be very difficult. Students are shown how to identify what is important to them by weighing the long-term benefits of a decision versus its short-term benefits. Part 2, "Decisions Step-by-Step" uses attention-getting scenarios to outline a five-step decision-making technique: (1) identify the problem; (2) brainstorm alternatives; (3) evaluate your alternatives; (4) choose one alternative and act on it; and (5) evaluate your choice, switching to another alternative if necessary.

34. PEOPLE OF THE AMERICAN REVOLUTION

Publisher: National Geographic Educational Services

Publication Date: 1986

Grade Level: 4-9

Materials and Cost: 3 sound filmstrips, $94.95

Subject Area: U.S. history, women's studies

Designed to introduce students to famous and lesser-known men and women of the American Revolution, this series illustrates the roles of colonial Americans such as Thomas Jefferson, Samuel Adams, Molly Pitcher, Phillis Wheatley, and George Washington in forging a new nation. While the first two titles, "Signers of the Declaration" and "Soldiers of the Revolution," represent typical colonial history topics, the third, "Women of the Revolutionary Era," represents an increasing recognition of the role of women in U.S. history.

35. PROFILES OF BLACK AMERICANS

Publisher: Society for Visual Education

Publication Date: 1986

Grade Level: 4-9

Materials and Cost: 4 sound filmstrips, 16 skill sheets, and guide, $154.00; individual sound filmstrips, $35.00; skill sheets, $27.50

Subject Area: Ethnic studies, U.S. history

Intended to enhance student knowledge of the role of Black Americans in U.S. history, this series introduces students to (1) "Civil Rights and Political Leaders," (2) "Educators and Scientists," (3) "Artists and Entertainers," and (4) "Famous Athletes." Portraits and achievements include Thurgood Marshall's judicial contributions, Leontyne Price's musical talents, Henry Tanner's artistic accomplishments, Matthew Henson's explorations, and Althea Gibson's athletic feats. Each filmstrip profiles the backgrounds and major contributions of several outstanding Black Americans, examines their character, and presents them as role models for today's youth. The 16 reproducible skill sheets present activities including reading biographies, writing book reports, and making outlines.

36. THANKSGIVING

Publisher: Encyclopaedia Britannica Educational Corporation

Publication Date: 1986

Grade Level: K-6

Materials and Cost: 1 sound filmstrip with discussion guide, $37.00

Subject Area: U.S. history

The meaning of our Thanksgiving tradition is demonstrated through this fictionalized account of the Pilgrims' second year in Plymouth. Although the colony's second year did not bring a great harvest to celebrate, the children and their Indian friends recapture the spirit of the first Thanksgiving by giving thanks with special surprises and imagination. A discussion guide accompanies the filmstrip.

37. WE CELEBRATE HOLIDAYS

Publisher: Society for Visual Education, Inc.

Publication Date: 1986

Grade Level: K-3

Materials and Cost: 1 sound filmstrip, $38.50

Subject Area: Ethnic studies, world cultures

Created in conjunction with the Lollipop Dragon series, this filmstrip helps students examine the holidays of various ethnic groups and how different ethnic groups celebrate such holidays as birthdays, Christmas, and New Years. The filmstrip features the children of Tumtum--Lollipop, Apple Blossom, Gwen, Hubert, and their friends.

BASAL SECONDARY CURRICULUM MATERIALS

Entry No.	Title	Page No.
New Analyses		
38.	American Government: The Republic in Action	35
39.	American Nation, The	37
40.	American People, The: A History to 1877 [and] A History from 1877	39
41.	Basic Principles of American Government	41
42.	Civics: Citizens in Action	43
43.	Developing Consumer Attitudes	45
44.	Economics: Institutions and Analysis	47
45.	Exploring American History	49
46.	Exploring United States History	51
47.	Global Geography	53
48.	Heritage of Freedom: History of the United States	55
49.	History of the Republic, A, Volume 1: The United States to 1877 [and] Volume 2: The United States from 1865	57
50.	Legacy of Freedom: A History of the United States	59
51.	Psychology: Exploring Behavior	61
52.	Themes in Modern Social History	63
53.	Triumph of the American Nation	65
54.	United States History, Volume 1: Beginnings Through Reconstruction [and] Volume 2: Reconstruction to the Present	67
55.	Working Today and Tomorrow	69
56.	World Geography	71
57.	World Geography	73
58.	World History: A Story of Progress	75
Updated Analyses		
59.	American Adventures	77
60.	America's Heritage	78

Entry No.	Title	Page No.
Updated Analyses (continued)		
61.	Exploring World Cultures	79
62.	History and Life: The World and Its People	80
63.	History of the United States, A	81
64.	Pageant of World History, The	82
65.	Street Law: A Course in Practical Law	83
66.	United States, The: A History of the Republic	84
67.	World Geography	85
68.	World History: Patterns of Civilization	86

38. AMERICAN GOVERNMENT: THE REPUBLIC IN ACTION

Author:	Robert L. Hardgrave, Jr.
Publisher:	Harcourt Brace Jovanovich, Inc.
Publication Date:	1986
Grade Level:	12
Materials and Cost:	Text, hardbound, 872 pp. $21.30; teacher's annotated edition (part I), hardbound, 1,084 pp., $27.00; teachers' edition (part II), contains copy masters for enrichment, review, and evaluation, $69.00; student workbook, $4.80; teacher's annotated edition of student workbook, $5.85; tests, $4.05
Subject Area:	U.S. government

Overview

American Government: The Republic in Action is a basal U.S. government text designed for average and above-average students. It can be used in a variety of ways in both one-year and one-semester programs. One-semester courses might be structured to focus on the political process of government at all levels, on the political aspects of American government at the national level, or on the making and content of public policy, for example. In addition to the narrative, the text contains an array of special features that illuminate and enrich the content. These include a "Citizen's Handbook of Skills" component and a "Reference Shelf," which is a fact-filled section containing such items as political maps, an almanac of federal agencies, a glossary of political terms, and a chronology of significant events. The teacher's annotated editions and the student workbook are full of useful information and strategies for helping students understand the content.

Required or Suggested Time

The text can be used in either one-year or one-semester courses. If relying on the outlines provided by the author, the number of chapters covered in a semester could range from 13 to 23. The author also suggests that each section in the text has been structured to take up one day of study. The amount of time spent on the readings, discussions, and activities is largely left to the discretion of the teacher and could vary depending on the needs and abilities of the students.

Intended User Characteristics

American Government: The Republic in Action is designed for average and above-average students in grade 12. A Fry readability analysis indicates a very high readability, often above this level. The text contains many reading aids, however. The narrative is written interestingly, and the text is full of colorful and illustrative pictures, cartoons, graphs, and other visuals. Each chapter opens with a quotation from a notable governmental figure and an overview in outline form. The one should generate interest; the other provides an organizing framework. There are a number of vocabulary aids as well. Political science terms are set in boldface type and defined in context when they are first used. Students are also required to define terms in the "Section Checks."

Rationale and General Objectives

The author states in the foreword to the student text that "the rights, privileges, and prosperity that Americans enjoy depend on active citizen participation." According to Hardgrave, active participation requires "an understanding of the government and its forms, functions, and processes." The major goals of *American Government: The Republic in Action* are consequently twofold: (1) "to help students develop an understanding of the processes of government," and (2) to help them "develop an appropriate sense of citizenship as a participant in our democratic society." Each of the text's ten units contains behavioral objectives that students should achieve by completing the unit. Learning objectives are also provided for each chapter to help evaluate student knowledge of the content.

Content

The ten units and 30 chapters in the student text reflect a traditional structure for organizing American government content. Unit 1, "The Constitutional Framework," contains four chapters. These deal with such topics as the need for laws; the pur-

poses, forms, and kinds of governments; the period leading up to the founding of the American republic; the development of the Constitution and its basic principles; and the nature of our federal system. The second unit focuses on personal freedoms and equality under the law. "We Americans," unit 3, deals with aspects of citizenship, providing insights into its meaning historically and today. Units 4 and 5 have to do with public opinion, interest groups, political parties, the electoral process, and voting.

Units 6 through 9 deal with the national level of government--Congress, the executive, the judiciary, and the federal bureaucracy. The chapters within these units describe the organization, process, and policy-making potential of each. A chapter in unit 9 deals with criminal justice and the rights of the accused. The culminating unit in the text examines state and local governments.

One unique feature of the text is the "Citizen's Handbook of Skills." This special section, which contains "ten skills that are basic to effective citizenship in today's society," precedes the textual narrative.

Teaching Procedures

The teacher's annotated edition of the text is organized to provide optimal assistance to the teacher. An overview, goals, suggestions for introducing the content, a multimedia guide, and brief bibliographies for both the teacher and student are provided for each unit. Overviews, objectives, and suggestions for introducing chapters are included as well. Sections within chapters contain key understandings, key study questions, answers to section checks, and suggested teaching strategies and assignments. Each strategy or activity is graded according to difficulty level. Level I, for example, is expected to be within the ability level of all students and requires only the textbook for successful completion of the task. Level II should be useful for a majority of the students and requires teacher direction. Level III requires the use of outside sources, incorporates higher level thinking skills, and is most appropriate for students capable of working independently. The student workbook is skill-based and contains worksheets keyed to each unit and chapter in the text.

Evaluative Comments and Suggestions

American Government: The Republic in Action is a well-organized, scholarly, traditional American government textbook. The reading level is quite high for students in grade 12, but the text contains a variety of reading aids and the narrative is lively and relevant. Furthermore, it is a beautifully designed and illustrated book, and one most students should take pleasure in reading.

Data sheet by Mary Jane Turner.

39. AMERICAN NATION, THE

Author: James West Davidson and John E. Batchelor

Publisher: Prentice-Hall/Allyn and Bacon

Publication Date: 1986

Grade Level: 7-9

Materials and Cost: Text, hardbound, 816 pp., $19.95; teacher's annotated edition, 908 pp., $26.61; teacher's resource manual, loose-leaf, $84.00; skill transparencies, $69.00

Subject Area: U.S. history

Overview

This new text offers junior high school students a chronological treatment of U.S. history. Throughout, the authors have emphasized important themes--such as forging a national identity from a diverse population, strengthening our democratic institutions, and improving our economic and technological capacity. Accompanying the student text are two ancillary components: the annotated teacher's edition and a teacher's resource manual. The annotated teacher's edition consists of a full student text plus lesson activities, answers to all student text questions, and added information in on-page annotations and historical sidelights. The teacher's resource manual contains lesson activities, lesson suggestions for readings, worksheets, tests, and answers to all student text questions, worksheets, and tests.

Two special features in every chapter highlight important and interesting people and events. The "Americans in History" feature focuses on men and women who contributed to the growth of the nation. Other special features highlight economic achievement--"Spirit of Free Enterprise"; geography--"Where History Happened"; primary sources--"Voices of Freedom"; literature and visual arts--"Arts in America"; and background information--"America's Heritage."

Required or Suggested Time

Organized into ten units, the text provides sufficient materials for a full year's course. Although skill development charts clearly match skills to specific units and pages and lesson plans offer a clear step-by-step sequence, no guidance is given on how much time is to be allowed for each of the text's 32 chapters.

Intended User Characteristics

The American Nation is intended for use with average ability junior high school students. According to a Fry readability analysis, the reading level remains fairly consistently at grade 7-8. Although a number of ancillary materials, such as enrichment worksheets, are provided, the needs of special students are addressed only through section-by-section teaching suggestions for "Adapting to Different Student Abilities." The text offers ample visual support in the form of timelines, graphs, charts, maps, color illustrations, boldface headings, and preview and review sections.

Rationale and General Objectives

Although specific objectives are offered on a unit-by-unit basis, no overall rationale statement or general objectives are readily apparent. However, the publishers describe a number of key goals that directed the development of the text; these include (1) three-step organization intended to enhance readability and build student confidence; (2) provision of a worksheet for each class day; (3) up-to-date comprehensive coverage in which social, political, and economic history are integrated within a chronological framework; (4) adequate geography coverage; (5) a writing style interspersed with high-interest historical anecdotes; (6) a strong visual program; and (7) systematic skills instruction, reinforcement, and evaluation that consider critical thinking skills; reading, writing, and study skills; and citizenship skills.

Content

Each unit in the text opens with an outline of chapter titles and a timeline featuring important events covered. Beginning with unit 4, the timeline includes a time bar of the presidents. Chapter intro-

ductions use a primary source or anecdote to introduce the chapter theme.

In the first six units, which can also be found in the split-edition text entitled "A History of the Republic, Volume I," covers U.S. history until the end of the Civil War. The first three chapters in unit 1, "The World of the Americas," deal with U.S. history until 1650. Unit 2, "Settling the New World," offers chapters entitled "Planting Colonies" (1530-1690), "English Colonies Take Root" (1630-1750), and "Life in the Colonies" (1630-1775). Unit 3, "The Struggle for Independence," presents pre- and post-Revolutionary events, including the Constitutional Convention and the ratification of the U.S. Constitution. Unit 4, "Strengthening the New Nation," covers events between 1789 and 1825, including the first presidents, Jeffersonian era, and the prosperity of the nation. Unit 5, "A Growing Nation," and unit 6, "The Nation Divided," offer chapters on the "Age of Jackson" (1824-1840), the westward movement (1820-1860), the ways of the North and the South (1820-1860), the crusades against slavery and for the rights of women (1820-1860), and the Civil War and Reconstruction.

"America in a Changing Time," unit 7, deals with events between 1865 and 1914, including the settlement of the West and changes in industrial America. In unit 8, America becomes a world power; chapters on the progressive spirit of 1876-1916 highlight events before and during World War I. The final units, "A Troubled Time" and "Our Nation Today," provide chapters on the Roaring Twenties (1919-1929), the Great Depression (1929-1941), World War II (1935-1945), America in the Fifties (1945-1960), the 1960s, challenge to peace (1960-present), and trends for America's future.

Teaching Procedures

Two ancillary components accompany the student edition--an annotated teacher's edition and a teacher's resource manual. The annotated teacher's edition contains the full student text plus activities, answers to all student text questions, and added information in on-page annotations and historical sidelights. The teacher's resource manual contains a daily lesson planning guide; lesson suggestions; a citizenship study guide; section worksheets; skill lesson worksheets; readiness worksheets; enrichment worksheets; outline maps; chapter and unit tests; an answer key; critical thinking skill transparencies; map, graph, and chart transparencies; and chronology transparencies. Materials in the resource manual are easily removable from a loose-leaf binder, clearly organized, and presented in easy-to-reproduce black-and-white format. Other aids to the teacher include guided section reviews, chapter and unit reviews, and a reference section containing an atlas, information about all 50 states, "A Chronology of American History," "The Presidents of the United States," a glossary, "The Declaration of Independence" (annotated), the "Constitution of the United States" (annotated), and an index.

Evaluative Comments and Suggestions

This easy-to-read text receives its strength from its ancillary component, the teacher's resource manual. Easily reproducible pages--a worksheet per class period--are attractively organized in one binder to make the program more attractive to teachers. While it is this reviewer's opinion that U.S. history texts in general should aim to "teach less better," this text seems to offer a satisfactory junior high level program with attractive ancillary components.

Data sheet by Leslie Hendrikson.

40. AMERICAN PEOPLE, THE: A HISTORY TO 1877 [and] A HISTORY FROM 1877

Authors:	Ernest R. May, Winthrop D. Jordan, James F. Marran, Miriam Greenblatt, and John S. Bowes
Publisher:	McDougal, Littell and Company
Publication Date:	1986
Grade Level:	7-12
Materials and Cost:	2 texts, hardbound, 626-708 pp., $21.60 each; 2 teacher's edition, hardbound, $24.99 each; 2 teacher's resource binders, $90.00 each (contents of teacher's resource binders available separately--teacher's manuals, 176-208 pp., $13.18; reinforcement activities, 135-161 pp., $18.00; enrichment activities, 135-161 pp., $18.00; mastery tests, 152 pp., $18.00
Subject Area:	U.S. history

Overview

Designed specifically for the student's first and second years of study in U.S. history, this new two-volume text uniquely combines content presented in the 1985 revision of *A Proud Nation* (grades 7-9) and the recent 1985 edition of *The Americans* (grades 9-12) under one two-volume title. A few new sections have been added to each retitled volume, however, and overlapping sections in the two texts have been removed to provide two shortened, sequential books. The new combined title gives students the impression that there is cohesion in their curriculum and that there is a relationship between the sequence of events learned in junior high school and the sequence learned in high school. Hence, high schools adopting *The American People: A History from 1877* will be offering the intended sequel to *The American People: A History to 1877*, used at the junior high level. This well-illustrated split-volume edition is sold with a loose-leaf teacher's resource binder containing the following components--a teacher's manual, reinforcement activities, enrichment activities, reproducible mastery tests, and a set of attractive color map transparencies. While the comprehensive teacher's resource binder allows for convenience, individual components are available separately.

Required or Suggested Time

Each volume is designed for a one-year course in U.S. history. The teacher's manual provides a suggested time allotment chart that specifies the number of weeks per unit, number of pages to be covered per day, and times for review and tests. More than enough material is provided, and additional teaching components (such as enrichment and reinforcement activities) enable teachers to pick and choose materials according to the interests and abilities of their students. Teachers interested in covering an entire text, however, would have to adhere closely to the suggested schedule.

Intended User Characteristics

The first volume, *The American People: A History to 1877*, is intended as a first-year course in U.S. history, which in most cases takes place at the junior high or middle school level. A Fry readability analysis shows the average reading level to be around grade 8, indicating that reading level is suitable for the intended audience. The subsequent volume, *The American People: A History From 1877*, is aimed at average high school students. The reading level for the second volume, also based on a Fry readability analysis, shows variation between grades 9 and 12, again suitable for the intended audience. Reading aids include the use of vocabulary lists at the beginning of each lesson, a glossary, short lessons, and subheadings focusing on the coverage of smaller sections. Numerous graphs, illustrations, and maps offer visual support.

Rationale and General Objectives

The publisher reports four main objectives: (1) to relate the past to the present; (2) to enrich understanding through the use of primary sources; (3) to promote critical thinking; and (4) to provide a world perspective by exploring the mutual impact of events and trends in U.S. and world history. A "Global Connections" feature at the end of each unit helps students understand the events in that unit within a world perspective. "Meeting Lesson Objectives" is a special table that states six specific learn-

ing objectives for each lesson. These learning objectives always include the general objective for the lesson, as well as objectives based on (1) a history concept; (2) a geography, sociology, economics, or government concept; (3) a reading skill; (4) a map, chart, graph, or picture skill; and (5) a critical thinking skill.

Content

The first volume, *The American People: A History to 1877*, covers history from America's beginnings to the Civil War and Reconstruction. Presented in traditional chronological order, the text's seven units include (1) "The Early Years"; (2) "European Newcomers" (1575-1700); (3) "Colonial Life" (1670-1770); (4) "Revolutionary Times" (1750-1790); (5) "A New Nation" (1790-1825); (6) "Our Nation Grows"" (1825-1850); and (7) "Civil War and Reunion" (1850-1877). It is at this point that *The American People: A History to 1877* differs from *A Proud Nation*, which continues through "The U.S.A. Today." Another difference is the addition in each unit of a "Perspectives" section discussing how historical developments influence the United States today.

The subsequent volume, *The American People: A History from 1877*, contains only five units: (1) "The Industrial Revolution" (1877-1915); (2) "Dawn of a New Century" (1877-1920); (3) "Between World Wars" (1920-1940); (4) "War and Leadership" (1933-1960); and (5) "Continuity and Change" (1960-). The primary difference between this second volume and *The Americans* is the omission of the chapters on early U.S. history in this text.

In sum, while the new split-editions contain little that is not contained in *The Americans* and *A Proud Nation*, they are shorter, more continuous, and less cumbersome. Hence, teachers at each level can cover fewer events in greater depth, while retaining high interest features, appropriate readability, clear organization, and a structured skills program. The new formatting also prevents some of the overlap one encounters when moving from *A Proud Nation* to *The Americans*.

Teaching Procedures

A number of special features enhance the teachability of this program. Two full planning pages for each unit help teachers organize study of the chapters within each unit; these pages include a unit overview, a suggested time allotment chart, a global timeline, global connections teaching strategies, and teaching strategies for the social history feature in each unit. Also provided is a chart displaying useful information under the headings of (1) "Global Perspectives"; (2) "Historical Sidelights"; (3) "Themes from American Literature"; and (4) "Suggested Writing Assignments." Teaching aids also include chapter planning guides, lesson planning guides, outline maps, reference materials, an answer key, and other supplementary materials.

Ancillary materials apart from the teacher's manual include (1) reinforcement activities in the form of activity worksheets and chapter review worksheets; (2) enrichment activities such as crossword puzzles for vocabulary development, maps and charts for social studies skill development, and primary source readings for critical thinking skills; (3) mastery tests, consisting of multiple choice and essay questions for average (AA), advanced (A), and low (B) academic ability students; and (4) transparencies highlighting important geographic features and economic and political concepts.

Evaluative Comments and Suggestions

One of the attractive features of this new split-volume edition is the teacher's resource binder. Although expensive, the notebook seems to be a satisfactory way of organizing the increasing number of additional components and ancillary materials that characterize the current trend in social studies publishing. By combining all the components in one integrated, attractive notebook, the publisher facilitates understanding how all the pieces fit together and how ancillary materials are integrated with the text.

Although the new split-volume formatting of this text seems more concise and continuous than *A Proud Nation* and *The Americans*, schools already using those two texts need to be aware that the content of *The American People* borrows substantially from these texts, a fact not made explicit by the publishers. However, those adopting *The American People: A History to 1877* and *The American People: A History from 1877* may desire the continuity given by the new formatting and the opportunity to teach less better.

Data sheet by Leslie Hendrikson.

41. BASIC PRINCIPLES OF AMERICAN GOVERNMENT

Authors:	William R. Sanford and Carl R. Green
Publisher:	Amsco School Publications, Inc.
Publication Date:	1986 (rev. ed.)
Grade Level:	12
Materials and Cost:	Text, hardbound, 569 pp., $10.25 (also available softbound, $7.25)
Subject Area:	Civics, U.S. government

Overview

Basic Principles of American Government has, according to its authors, a traditional orientation: "The book is designed to fit within the confines of a one-semester government course, and the table of contents reflects a standard approach to the subject." It does, however, contain some chapters that are not usually found in typical texts. One chapter, for example, deals with career opportunities in government service and another examines the future of American government. Although there is no teacher's guide, the student text itself is well structured. Each chapter begins with a motivational vignette that is followed by organizing questions. Mid-chapter and end-of-chapter reviews are provided, and each chapter concludes with a list of vocabulary terms, multiple-choice questions, concept development questions, and suggested activities.

Required or Suggested Time

The text is intended for use in a one-semester course. It contains 21 chapters organized into seven units, plus an introduction that compares student government to the American political system. Chapters average approximately 25 pages in length. Although no specific timetable is provided, teachers could assign about eight pages of the text per day and have ample time to administer the multiple-choice tests and conduct some class discussion and special activities. Another strategy might involve deleting some chapters and spending more time on others. The suggested activities at the end of each chapter could be used to extend either chapters or units.

Intended User Characteristics

No suggestions are offered concerning a grade level for this text. The authors say, "the reading level has been calculated to keep better readers interested without discouraging those who are still developing their reading skills." A Fry readability analysis of six randomly selected passages yields an average readability of grade 12. Difficult words and terms are italicized, explained in context, and noted as important in the vocabulary section of the end-of-chapter reviews. The same terms are briefly defined in the glossary. Graphs, charts, photographs, cartoons, and other illustrations add visual support.

Rationale and General Objectives

Basic Principles of American Government is intended to teach students about the system of government established by the Constitution and about how the system has evolved to meet the needs of a modern and ever-changing society. The authors believe that young people are interested in their country. They have, therefore, placed their emphasis "on how our government works, in all its frustrating but marvelous complexity; and on why it works the way it does, sometimes smoothly and sometimes haltingly." The authors want to prepare students for a life of political involvement. They suggest that because we live in a system of self-government, all citizens "must stay informed, make decisions, vote, hold office, and remain eternally alert to the actions of the public officials to whom we entrust our mechanisms of justice."

Content

The introduction to the text, "Student Government--Hoax or Opportunity?" sets the stage for a study of the American political system. Its focus is on six complaints often cited about governments, including student government, and ends with the suggestion that all these problems can be mitigated by active citizen involvement. Unit 1, which contains three chapters, deals with the general purposes and kinds of governmental systems and with the underlying principles of American government. Units 2, 3, and 4 have to do with the three branches of the

federal government--the legislative, executive, and judicial. Unit 2 (legislative) and unit 4 (judicial) each consist of three chapters. The judicial chapters cover not only the way the federal courts work but also landmark Supreme Court cases and information about individual rights. Unit 3, the only four-chapter unit in the text, treats the role of the president, foreign policy, the cabinet's role in domestic policy, and the independent agencies. Unit 5 examines the electoral process and elaborates on the influence of American voters. Unit 6 examines state and local governments, with chapters devoted to the state, country, and city forms. The concluding unit consists of two chapters. The first has to do with career opportunities in public services. It provides information about civil service, competitive examinations, educational facilities at which training is available, and pay scales. The last chapter in the unit examines positive and negative changes that may occur in the future of various levels of government.

Teaching Procedures

Although there is no teacher's guide for *Basic Principles of American Government*, the structure of the text should facilitate lesson planning. Each chapter is preceded by organizing questions that could easily be converted into teaching objectives. Within chapters, content is arranged according to the questions and is broken up by clear headings and subheadings. Each chapter contains two reviews--one midway through the chapter and another at the end. The concept development questions at each chapter's end can be used to push students toward higher level thinking processes; that is, questions ask students to infer, compare and contrast, hypothesize, and analyze. Multiple-choice questions are calculated to check knowledge of facts. The suggested activities for each chapter include fairly standard research tasks. Mock trials, debates, inviting community resource persons to visit the class, and so on are also among the ideas that are presented.

Evaluative Comments and Suggestions

The materials in the text are well organized and written. The vignettes that open each chapter are provocative and designed to capture students' interest. Although there has been updating, the textual narrative is not markedly different from the 1980 edition. Some pages, in fact, duplicate the earlier edition. The visuals have been carefully selected and tie in well with the content focus, expanding and elaborating the various themes. Unfortunately, because the book is printed without color, many of the graphics lose much of their impact and appeal. Nonetheless, this is a workmanlike, straightforward text that presents standard American government topics and themes.

Data sheet by Mary Jane Turner.

42. CIVICS: CITIZENS IN ACTION

Authors:	Mary Jane Turner, Cathryn J. Long, John S. Bowes, and Elizabeth J. Lott
Publisher:	Charles E. Merrill Publishing Company
Publication Date:	1986
Grade Level:	9-12
Materials and Cost:	Text, 598 pp., $16.95; teacher's annotated edition, 784 pp., $19.80; activity book, 135 pp., $4.50; spirit duplicating evaluation program, 115 pp., $36.00; black-line evaluation program, $13.95
Subject Area:	Citizenship education, civics

Overview

Civics: Citizens in Action is a civics text suited for a yearlong course in high school. The book is divided into eight units dealing with American government and the rights and responsibilities of citizenship. Three goals are emphasized throughout: knowledge acquisition, nine citizenship competency skills, and attitude. The text is supported by a teacher's edition providing detailed descriptions of a variety of teaching techniques and a wealth of suggestions for daily lesson plans. A student workbook and tests with corresponding answers are included.

Required or Suggested Time

The course is designed for a one-year civics course. It is suggested that the units be taught in order, and daily sample lesson plans are provided. The teacher's edition does suggest ways the material can be adapted for shorter courses, particularly one-semester courses. Each of the 25 chapters is approximately 22 pages in length and is further subdivided into shorter sections of two to four pages suitable for daily assignments.

Intended User Characteristics

The publishers do not state an intended grade level for the text, although they do state that it is a "basal civics text designed to present the fundamentals of citizenship education to average and above-average students." The Fry reading graph indicates a controlled average reading level of grade 10. Unfamiliar vocabulary is introduced in boldface type, defined in context, and reinforced in chapter quizzes. No specific training or preparation is required of the teacher.

Rationale and General Objectives

According to the authors, this text is designed to help teachers in the task of formally training students "in the rights and responsibilities of citizenship." The text emphasizes three aspects of citizenship: knowledge, skills, and positive attitudes. Seven general student objectives are listed in the teacher's guide. The first is to "develop and apply the knowledge, skills, and attitudes necessary for responsible and effective citizenship in the complex, participatory democracy of the United States." The other objectives focus on the three aspects: gaining knowledge of the basic principles, origins, structure, and functions of various American governmental systems, recognizing how individuals and groups influence and are influenced by American systems on all levels; mastering critical thinking and citizenship competencies; and gaining an appreciation and understanding of American government systems and citizenship participation.

The core of the skills program is based on seven citizenship competencies identified in the *Handbook of Basic Citizenship Competencies*, published by the Association for Supervision and Curriculum Development. These are acquiring and using information, assisting involvement, making decisions, making judgments, communicating, cooperating, and promoting interests. Specific unit goals and chapter objectives are supplied in the teacher's edition.

Content

Civics: Citizens in Action is a systematic course of study exploring various facets of American governmental systems and the role of citizens in those systems. The material is organized logically and sequentially into eight units and 25 chapters further subdivided into sections. Unit 1 describes the foundations of American citizenship, its history, and

the Constitution; Unit 2 discusses the political life of the nation and the role of citizens in the American political system. Units 3, 4, and 5 describe the structure, public policies, and the issues of local, state, and national levels of government. These include the legislative, executive, and judicial branches of government as well as the bureaucracy. Unit 6 discusses the American legal system, while unit 7 surveys the American economic system and the role of the individual in the economy. The concluding unit covers the international system and world citizenship in the increasingly interdependent global community.

Throughout the text, emphasis is placed on real issues and situations, as well as citizenship participation. Three features reinforce this approach: "Applying Skills," "Citizens in Action," and "Solving Problems." In "Applying Skills" students use critical thinking skills to learn the seven basic citizenship competencies in activities such as analyzing news, using the library, using a voting machine, and writing to members of Congress. "Citizens in Action" sections describe Americans who have acted as good citizens; examples are John Dickinson, Candy Lightner, Julian Bond, and Sandra O'Connor. "Solving Problems" focuses on the ways individuals and groups have dealt with problems such as women and the Jaycees, land use, consumer protection, and state money problems.

Other learning aids in the text include unit overviews, chapter preview questions, section questions, chapter and unit reviews, chapter-opening vignettes, brief excerpts from primary and secondary sources, and an appendix containing pertinent charts and texts. Visual aids include color photographs and cartoons, eight maps, and 62 charts, graphs, diagrams, and tables.

Teaching Procedures

The teacher's guide, bound into the teacher's annotated edition of the text, provides an introduction to the program, guidelines on a variety of teaching techniques, answers to reviews, and daily lesson plans. The lesson plans are organized by unit/chapter and include unit goals, unit overviews and activity suggestions for introducing the units, chapter objectives and rationale, suggested teaching strategies, student reading assignments, student activity book exercises, various class activities, and answers to chapter questions. Annotated bibliographies of books, audiovisual materials, role plays and simulations, and computer-based activities for both students and teachers are included for each unit, as are a concluding activity and directions for testing. Throughout the lesson plans, knowledge, citizenship competency, and attitude goals and objectives are emphasized.

A wide variety of activity suggestions and teaching techniques are suggested. One section of the teacher's guide, "Instructional Approaches," details nine techniques: brainstorming, case studies, debates, role plays and simulations, mock trials, writing letters to public officials, using community resources persons and audiovisual materials, and conducting polls, interviews, and surveys. Other teaching materials include the teacher's annotated text, which presents notes about the text's contents as well as discussion and activity suggestions and cross-references to other parts of the text; a student activity book including unit/chapter activities; and an evaluation program containing reproducible masters for tests. These tests include two one-page quizzes for each chapter and a five- to eight-page test for each unit. A complete answer key is included.

Evaluative Comments and Suggestions

Civics: Citizens in Action is an attractive text in a well-thought-out format. Close attention has been paid to skills and attitude goals and objectives and to features, activities, and teaching techniques that support these goals. The text is well organized and logical, with learning of all three emphases (knowledge, skills, and attitudes) well integrated. The wealth of support for teaching procedures is a major strength. In sum, the program represents an impressive undertaking.

Data sheet by James E. Davis.

43. DEVELOPING CONSUMER ATTITUDES

Authors:	Joseph G. Bonnice and Rosella Bannister
Publisher:	South-Western Publishing Company
Publication Date:	1986
Grade Level:	7-9
Materials and Cost:	Text, hardbound, 383 pp., $15.95; student activity guide, softbound, 113 pp., $4.95; teacher's manual and key, softbound, 90 pp., free with order
Subject Area:	Business education, consumer education, home economics, social studies

Overview

The purpose of this introductory text is to develop consumer attitudes in order to help students make intelligent consumer decisions. The conventional materials for a consumer education course are covered. The text includes, for example, a decision-making model and a ten-page glossary. The authors' emphasis on "attitudes" and "a new way of thinking" are distinctive. Thus, the text covers some subjects (e.g., income sources, the role of government, the environment) more than is usual in consumer economics. In the teacher's manual, the authors say "consumer education is multidisciplinary by design. . . ." In the preface, they say the text is "interdisciplinary by design and by the nature of the subject." This confusion does not affect the sound handling of most of the material covered in the usual consumer education course. The gap between the publisher's recommended grade levels (7-9) and the Fry readability analysis (high tenth grade) means that special care must be exercised in evaluating the students for whom this text might be suitable.

Required or Suggested Time

The book is divided into four parts: "Living in Today's World" (three chapters), "Managing Money" (eight chapters), "Making Consumer Choices" (seven chapters), and "Taking Action" (four chapters). The chapters average about 16 pages in length, the shortest being seven amd the longest 19 pages long. The text ". . .is designed for use in either a one- or two-semester course" or ". . .as part of a modular program or as consumer units in related courses." Ample material is provided for any of the designed uses. No time schedules are given.

Intended User Characteristics

The advertising material says the text is "for seventh-, eighth-, and ninth-grade students." The teacher's manual and key recommends use in "secondary home economics, business education, and social studies. . . ." A Fry readability analysis of six randomly passages sections indicates a high tenth-grade reading level. Key words and phrases are highlighted with color, and vocabulary is reviewed at the end of each chapter.

Most of the photographs and other illustrations, exercises, and examples are at the seventh- through ninth-grade level. Some of the concepts are not (e.g., progressivity of taxes, buying home insurance, much of the material in the chapter on investments). No special teacher training is required.

Rationale and General Objectives

"A major objective . . . is to help students discover a new way of thinking about how their consumer decisions and actions can influence the quality of life for themselves and others." The concepts and topics are based on a study funded by the U.S. Department of Education, *Classification of Concepts in Consumer Education*. Although the concept list is not given in the teacher's manual, a classification is; the three major classifications are "Decision Making," "Resource Management," and "Citizen Participation."

The stress on attitudes and new ways of thinking appears in such categories or subcategories as "Ecological Influence" under "Decision Making"; "Conserving" under "Resource Management"; and both "Consumer Protectionism" and "Consumer Advocacy" under "Citizen Participation." Which attitudes are good and should be taught is implicit rather than defined. How attitudes are to be evaluated is not made explicit.

Content

Part 1, "Living in Today's World," contains chapters on decision making, the economy, and the quality of life. Part 2, "Managing Money," includes

chapters on obtaining income, planning, financial services, consumer credit, investments, managing risks, insurance, and taxes. Part 3, "Making Consumer Choices," covers buying skills, consumer information, food, clothing, transportation, leisure, and housing. Part 4, "Taking Action," is devoted to consumer assertiveness, rights and responsibilities, protection and assistance, and movements.

Teaching Procedures

Each chapter of the text begins with a large picture and chapter objectives. Photographs and other illustrations are included. Color is used both in the illustrations and to highlight key words and phrases. At the end of each chapter are three sets of exercises: a consumer's vocabulary, a reading review, and consumer activities. Questions are asked in the margins of many pages.

The teacher's manual and key includes, for each chapter, objectives, teaching suggestions, and answers to the questions in the text and the student activity guide. It also includes a resource list of general references, curriculum guides, associations and organizations, selected federal government agencies, periodicals and newsletters, and a wide variety of audiovisual materials. At least one transparency master is provided for all but two of the text's chapters.

The chapter objectives in the teacher's manual are related to both the text and student guide by means of an "Objectives Matrix" for each chapter in the teacher's manual. The student activity guide contains an attitude instrument, a ten-question true-false test, a vocabulary exercise, and several consumer exercises for each chapter of the text. In an interesting attempt to improve evaluation, the publisher also has provided a form for recording the results of the tests, asking that it be returned to the publisher for analysis.

Evaluative Comments and Suggestions

The authors' emphasis on attitude development and change is done without any apparent recognition of the well-known problems of definition, measurement, and evaluation. Despite the probability that a course taught with these materials will do little more than their competitors with respect to attitudes, this is a reasonable package for a standard course.

Some teachers will be uncomfortable with what appears to be either weak economics or bias on the part of the authors. For example, less than--not "more than"--20 percent of American workers belong to unions. Chapter 2 has an illustration of the circular flow of economic activity that is unconventional in that it includes the government as a part of all economic activity. The discussion of productive resources does not include entrepreneurship or organization. Despite the emphasis on the role of government, no mention is made of the responsible use of socially provided goods and services. The text confuses risk and uncertainty.

Although the free market is discussed in parts of the text, there is very limited discussion of its functions. For example, such topics as cost-benefit analysis, liability laws as substitutes for regulation, the harmful effects of regulation (drugs, limiting consumer choice) are scarcely touched upon.

Finally, there is no apparent distinction between consumers and citizens. For example, consumers are said to have three major responsibilities, one of which is concern for the environment.

Data sheet by Peter R. Senn.

44. ECONOMICS: INSTITUTIONS AND ANALYSIS

Author: Gerson Antell

Publisher: Amsco School Publications, Inc.

Publication Date: 1985 (rev. ed.)

Grade Level: 11-12

Materials and Cost: Text, hardbound, 560 pp., $11.25 (also available softbound, $8.25); teacher's manual, softbound, 246 pp., $5.25

Subject Area: Economics

Overview

Economics: Institutions and Analysis is a sound, readable high school economics text for average students in the 11th and 12th grades. Seventy-five lesson plans provided in the teacher's manual, each designed to take two or three class periods, are related to 27 text chapters organized into ten units. The full text is designed for a yearlong course, but selections can be made to accommodate a one-semester course. Included in the text are 32 readings of one-half to four pages, intended to elaborate economic concepts, particularly those related to current economic problems and issues and to matters of personal interest to students. In addition to the usual content of macro- and micro-economics, a unit on personal economics is included. The text contains many illustrations, tables, problems, and questions for students. The teacher's manual and answer key provides detailed lesson plans and four cumulative tests.

Required or Suggested Time

As with most high school economics texts, the material is designed for a full-year course, with suggestions given for cutting to a one-semester course. Of the ten units, which include 27 chapters, the author suggests the use of the first three units plus selections from the last seven for the shorter course length.

Intended User Characteristics

The author suggests use of the text for average students in grades 11 and 12. The Fry test indicates a reading level of grades 10 to grade 11; the readability level throughout the text appears to be consistently within this range. Thus, the author's suggested audience seems appropriate.

Rationale and General Objectives

The author's stated objectives are to provide "basic economic literacy" and "training for citizenship," since "economic understanding is critical to the success of democracy." In addition, it is apparent that the author intends to give a sound but selective and simplified version of college-level macro- and micro-economics, plus an emphasis on applications to the student's everyday life, particularly in the unit on "Personal Economics."

Content

The ten units contain 27 chapters. The units are: (1) "Economic Reasoning," with chapters on basic economic questions and demand and supply in a free market; (2) "The Free Enterprise Economy of the United States," with chapters on the U.S. economic system and production and productivity; (3) "The Role of Business," with chapters on the organization of business firms, how corporate funds are raised, monopoly and imperfect competition, and government control of big business; (4) "The Role of Labor," with chapters on the labor force and labor unions in the United States; (5) "The Role of Government," with chapters on taxation and the growth and importance of government; (6) "Money, Credit, and Banking," with chapters on money, banks and banking, and inflation; (7) "Promoting Economic Stability," with chapters on measurement of the gross national product, business cycles, and fiscal and monetary policy; (8) "Personal Economics," with chapters on personal savings and credit and getting more for your money; (9) "Living Issues in the U.S. Economy," with chapters on cities, farming, and quality of life; and (10) "The Global Economy," with chapters on international trade, international finance, other economic systems, and the less developed countries.

The text includes eight biographical sketches of ners of the first Nobel Prize in Economics. In addi-

tion, 32 readings are distributed throughout the text, each running from a half page to four pages; these readings are intended to elaborate economic concepts, particularly those related to current economic issues and to matters of personal interest to students. Many of these short readings include review or thought questions. At the end of the text are a list of the 62 illustrations and 38 tables contained in the text, an extensive (nine-page) glossary, and a detailed (13-page) index.

Teaching Procedures

The teacher's manual provides 75 detailed lesson plans, two or three for each of the 27 chapters; each lesson plan suggests lesson topics, text page assignments, specific lesson objectives, key terms, and major concepts, as well as suggestions for presenting the text, extending and reinforcing the lesson, and student activities. For each chapter, the manual provides answers and suggested answers to the chapter-ending multiple-choice and essay questions in the student text; for some chapters, true-false questions are also included. Four cumulative tests are supplied at the end of the manual, each covering two or three of the ten units. These tests contain multiple-choice questions, questions about definitions, and analysis of graphic or tabular data.

Evaluative Comments and Suggestions

While no field-test data are available, the author states that this second edition is based on the "well-proven" first edition. This reviewer finds the text to be sound, well written, and probably quite suitable for the intended audience. The inclusion of numerous photographs, cartoons, graphs, and problems should assist the teacher in bringing economics to life for the students. The teacher's manual, while highly prescriptive, can of course be used as selectively as one wishes.

Data Sheet by Irving Morrissett.

45. EXPLORING AMERICAN HISTORY

Authors: Melvin Schwartz and John R. O'Connor

Publisher: Globe Book Company, Inc.

Publication Date: 1986

Grade Level: 7-9

Materials and Cost: Text, hardbound, 570 pp., $21.56; workbook, softbound, 980 pp., $2.95; teacher's resource manual, softbound, 174 pp., $7.50; unit tests on black-line masters, loose-leaf, 44 pp., $11.99; teacher's resource book, 174 pp., $29.95

Subject Area: U.S. history

Overview

This 1986 revised edition of Globe's *The New Exploring American History* is aimed at students with reading and work-study difficulties. Arranged chronologically, the text includes eight units with a varying number of chapters based on specific themes. Those themes, as articulated by the authors, are discovery and settlement, the growth of freedom, the law of the land, the westward movement, the Civil War, the impact of machines, the United States and the world, and the United States today. Each chapter begins with a question to be contemplated while reading and ends with exercises to enhance the skills of discussion, reading, writing, and thinking. Abundant maps, pictures, and illustrations enhance students' understanding of the subject. A student workbook both tests and adds to students' knowledge of their history. A teacher's guide provides ideas and activities to motivate students in the classroom and beyond it.

Required or Suggested Time

While not indicated in the text or the teacher's guide, the earlier editions indicate that the textbook is to be used over the course of an entire year. Rather than recommending a time structure, the authors suggest the teacher use his/her knowledge of his/her students' potential, as well as his/her understanding of the most important and interesting material, as a gauge for use of the text. They also suggest that all phases of the lessons be covered, namely "the statement of objectives, motivation, introduction of subject matter, skills practice, development of understandings, the evaluation of what has been learned, and the assignment of the next lesson."

Intended User Characteristics

The authors have geared this text toward junior high school students with reading and work-study habit difficulties. The publisher states the readability level to be at the fifth- and sixth-grade level. A readability test using the Fry scale indicates the level of readability to be grade 8. Paragraphs are numbered to aid students in retrieving learned material. This revised edition "is rich in illustrative, nonverbal materials" such as maps, charts, photographs, and cartoons. Still the authors maintain the importance of good reading skills. To that end, they include a section called "Extending Your Reading" at the end of each unit and encourage teachers to make the books listed there available to interested students.

Teachers do not need special training to use *Exploring American History*, but they do need more knowledge of U.S. history than is provided in the text to enhance lessons. The text integrates Native Americans, Afro-Americans, and women's history into traditional U.S. history material.

Rationale and General Objectives

Globe's primary goal in marketing this new text is to promote better reading and vocabulary skills among students with reading difficulties. They suggest that strengthening such skills will promote well-rounded scholarship in other areas, as well as social studies. Other goals include promoting an understanding of American history with particular emphases on current events and the importance of geography. By providing teachers and students with a well-rounded and annotated reading list at the end of each unit, the publishers also hope to promote the extension of students' reading in social studies beyond their homework assignments.

Content

The text is divided into eight units that follow one another in chronological order but also overlap somewhat. The units cover events from the age of exploration through recent history, especially the social movements of the 1960s, which brought minorities and women into the mainstream of American history. Within the chronological framework, the authors employ a thematic approach, using the themes to give students an overview of each period. The authors believe this approach will help students better understand the chapters as they read them.

Chapters are concise and build on one another, reminding students of what has gone before and how it relates to the moment in time with which that particular chapter deals. The pictures, paintings, and cartoons scattered generously throughout the text help give the reader a sense of historical figures--great and small--as real people. Timelines at the beginning of each unit aid students in grasping the whole picture. Sections at the back of the book include a glossary of historical terms, important geographic terms, the U.S. Constitution, its amendments, and a guide to the document.

Teaching Procedures

While the authors emphasize reading, they encourage the teacher to use many things beyond the written word to motivate and encourage their students. Teachers should come to the classroom with a thorough knowledge of history that they can share with students. Suggestions for motivating students include drawing them into discussions of current events and then relating those events to the past. Thus, study of 15th-century explorers can begin with today's exploration of space. The authors also suggest the use of community resources, such as museums, libraries, historical buildings, and parks, to enhance students' motivation, interest, and understanding. Encouraging students to put themselves in the place of historical figures and then having students articulate that by answering specific questions is part of many of the unit plans found in the teacher's guide.

Teachers are encouraged to use the exercises at the end of each chapter to help students review their learning and develop skills. At the end of each chapter, the authors ask students to engage in five exercises geared toward deeper understanding. Those activities include reviewing the chapter by filling in the blanks of important sentences from the chapter, demonstrating understanding by answering essay and multiple-choice questions and distinguishing fact from opinion, developing ideas and skills through true-false questions, gaining skills through specific exercises using information from the chapter, and summing up by thinking about the information in the chapter. Writing exercises and outside reading are suggested for homework.

Evaluative Comments and Suggestions

This text provides a concise, chronological narrative of political and social events in American history. The text's maps, pictures, and illustrations enhance students' knowledge and stimulate their interest in more information. Teachers are encouraged to fill in details and anecdotes from their own knowledge of history, using the book as a stepping stone toward student understanding of the past. Exercises in both the text and the accompanying workbook should help develop students' reading, writing, and discussion skills. The teacher's guide is full of suggestions and ideas for activities to be conducted both inside and outside the classroom.

Data sheet by Mary Elizabeth Glade.

46. EXPLORING UNITED STATES HISTORY

Authors:	John R. O'Connor, Sidney Schwartz, and Leslie A. Wheeler
Publisher:	Globe Book Company, Inc.
Publication Date:	1986
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 824 pp., $22.79; teacher's resource manual, paperbound, 182 pp., $7.50; workbook, paperbound, 92 pp., $2.95; unit tests, black-line masters, loose-leaf, shrink-wrapped, $11.99; teacher's resource book, shrink-wrapped in vinyl loose-leaf notebook, $29.95
Subject Area:	U.S. history

Overview

This secondary U.S. history text is aimed at average students with below-average reading skills. The publisher submitted the text to a Dale-Chall readability test and the results show a seventh- to eighth-grade reading level. A Fry readability test indicates the reading level to be at the 11th grade. The book covers U.S. history from the pre-Columbian era to the 1984 presidential election. It is divided into 11 units with from 6 to 13 chapters per unit. The material draws on the recent scholarship in social history, painting a balanced and thorough picture of the many groups that make up American history. "Spotlights on History" offer biographical material on important individuals. To capture students' interest, the authors focus attention on the post-Civil War period, especially the era after World War II. In this period, the text covers the domestic politics and social movements that have come to characterize the 1950s, 1960s, and 1970s especially well.

Required or Suggested Time

The publisher suggests the book be used over an entire school year of approximately 150 teaching days. Students should be assigned one of the 101 chapters per school day, with extra days spent on those topics considered most important, as well as reviews, quizzes, and audiovisual materials.

Intended User Characteristics

According to the publisher, *Exploring United States History* is expressly written for those senior high school students with average potential but below-average reading and scholastic abilities. The authors have experience teaching such children and have geared their material accordingly. The publisher states that the text has been written at the seventh- to eighth-grade reading level according to the Dale-Chall readability formula. A readability test using the Fry scale indicates a reading level of grade 11. To enhance students' understanding of the material, important terms are defined immediately upon their introduction and are repeated often. They are also tested in the end-of-chapter exercises. These exercises, which take up two to three pages at the end of each chapter, are designed to test students' comprehension of the material and build their reading abilities. Maps, charts, illustrations, and photographs are generously placed throughout the book to support the written material.

Rationale and General Objectives

This U.S. history text is geared toward those students in the upper grades whose reading skills are below average. The publisher suggests that the "fast-paced chapters" have "narrative power that keeps students reading!" Within the chronological treatment of U.S. history, emphasis is placed on the period after the Civil War, especially the events following 1945; this choice also reflects the publisher's desire to stimulate students' interest in relatively current events. Reading skill is just one of many skills that the publishers aim to bolster. Vocabulary, geography, writing, problem-solving, and decision-making skills are targeted.

Content

The text is organized chronologically, with five themes overlaid on the chronological framework: the American people, American culture, government and politics, American economic life, and the United States in world affairs. The text's 11 units have between 6 and 13 chapters each. Every unit begins with a timeline and an overview of the period covered; both features aid student com-

prehension by previewing the material to be read. Illustrations, photographs, maps, and graphs add another dimension to the material. A special feature, "Spotlight on History," focuses on important people throughout our 500 years of recorded history.

Each chapter ends with two to three pages of exercises designed to build reading and critical thinking skills. "Reviewing the Chapter" includes objective questions testing students' grasp of the material. "Developing Ideas and Skills" requires students to use their knowledge while developing analytic, speaking, writing, problem-solving, and evaluation skills. "Making History Live" follows most chapters. This section is intended to build skills that go beyond the classroom. Outside reading is encouraged, as are interviews, debates, panel discussions, role plays, and artwork.

Teaching Procedures

As stated earlier, the publisher recommends that teachers assign one chapter per school day, with more time allotted to important material. Teachers are encouraged to use material other than the written word to teach the historical information in the text, leaving the reading to students as homework. The publisher recommends that educators let the students set the pace for the class, which should speed up as students acquire more social studies skills through the exercises at the end of each chapter. These exercises and those in the student workbook can provide the teacher with a gauge of students' progress. Teachers are encouraged to bolster their knowledge of teaching social studies and reading techniques through the books listed in the teacher's guide, which also contains lists of films, tapes, and transparencies for classroom use. The teacher's resource book provides lessons, activities, and skill-builders for instructors to use.

Evaluative Comments and Suggestions

This secondary history text does a good job of presenting the domestic politics and social history of the United States from the pre-Columbian period through the last presidential election. Groups traditionally ignored by history books are integrated throughout the text. Women, blacks, Hispanics, and Native Americans--among other ethnic and minority groups--are well represented. The "Spotlight on History" feature, which focuses on important individuals throughout our history, looks at presidents and suffragists, Congresspeople and slaves. The photographs and maps enhance the narrative, especially in the chapters on the 20th century.

Data sheet by Mary Elizabeth Glade.

47. GLOBAL GEOGRAPHY

Authors:	Milton Finkelstein, James Flanagan, and Norman L. Lunger
Publisher:	Amsco School Publications, Inc.
Publication Date:	1986
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 698 pp., $13.75; teacher's manual, softbound, 344 pp., $5.00
Subject Area:	World geography

Overview

Global Geography presents a comprehensive study of the earth and all that live on the earth. The text begins with an overview unit covering the basic principles of geography, as well as physical factors that help shape the culture, economics, and political life of the people around the world. The text continues with ten units that explore the ten major regions of the world: East Asia, Southeast Asia, the Indian subcontinent, the Soviet Union and Eastern Europe, the Middle East and North Africa, Sub-Saharan Africa, Western Europe, Latin America and the Caribbean, the United States and Canada, and the Pacific. Each of these units focuses on the physical, economic, and human geography of the subject region, how its past has helped shape the region (or countries within the region), the government or politics, how the people of the region live, and how the region affects world affairs. A final unit looks at the fragility of the earth and what can be done to protect the planet.

Required or Suggested Time

No guidance is given regarding required or suggested time for using this text. However, the extensiveness of the content indicates that *Global Geography* is designed for at least a one-year course. The material presented in the text is ample for a thorough study of global geography, but supplemental readings and extension activities could be added easily to provide enriching experiences.

Intended User Characteristics

The content of this book is suitable for high school students. Results of an analysis using the Fry readability formula ranged rather widely, with an average level of grade 13. However, this level may be skewed higher than the actual reading level because of the large number of geographic place names and terms. The glossary at the end of the text is a helpful tool. This reviewer feels the materials would be most suitable for average or slightly above average students in grades 10-12.

Rationale and General Objectives

According to the authors, *Global Geography* "aims to build your geographic knowledge step by step. Facts, concepts, and skills appear in logical order, each building on the ones before." The objectives are implicit within the materials. Effort is made to present an in-depth look at each of the ten geographic regions of the world. Following each section in each chapter are a series of questions to test comprehension and application of the materials presented. Additionally, each section contains thought-provoking questions intended to elicit higher-level thinking about the materials and information at hand. Each chapter ends with a chapter review, designed to measure basic knowledge attained.

Content

This textbook includes 12 units divided into 48 chapters. The first unit covers the basic principles of geography, discussing physical factors, such as major and minor landforms, resources, climate, and other factors that help shape the culture, economics, and politics of world regions. The subsequent ten units focus on the ten major geographic regions of the world: East Asia, Southeast Asia, the Indian Subcontinent, the Soviet Union and Eastern Europe, the Middle East and North Africa, Sub- Saharan Africa, Western Europe, Latin America and the Caribbean, the United States and Canada, and the Pacific.

For each region and the countries within the region, the text includes coverage of (1) physical geography; (2) economic geography; (3) human geography including the cultures, languages, races, and religions of the region; (4) how the past has helped shape the countries in the region; (5) the

governments of the countries within the region; and (6) the region's role in world affairs.

Unit 12 is a summary that goes beyond coverage of geographic regions to focus on the fragility of our earth. Included is information on ecology and the future, with suggestions for ways the environment can be protected. The authors extend this unit to include material on how the world is helping meet human needs. Sections in this summary unit stress the energy crisis, food resources and population growth, and the threat of nuclear war. The final chapter of this unit looks at the use of technology to help provide more food, better access to natural resources, and new sources of energy.

Throughout the text are "Stop and Think" features that provide questions to stimulate thinking about each section. Other special features highlight people, events, or topics that are relevant to the particular section in which they appear. Additionally, the text includes a helpful glossary of terms, a list of maps, a profile of all nations, and an index.

Teaching Procedures

Various aids to the teacher and students are contained in the text. Particularly helpful is the manner in which the text is divided--units into chapters and chapters into sections, each building on the former. The format of each of these parts is fairly consistent, thus offering continuity and giving teachers the ability to change the order of the presentation, especially units 2 through 11.

Each section provides a question section, "Putting It Together," which is helpful reinforcement. The "Stop and Think" paragraph within each section provides additional provocative questions or suggestions that students can pursue. The "Chapter Review" is a simple assessment tool teachers might use with or as a chapter review.

A teacher's manual was published in 1987 (after this review was completed); an activity book is in preparation and will be available soon.

Evaluative Comments and Suggestions

Global Geography is a well-organized, well-written tool for teaching about the earth, its physical characteristics, the people that live on the earth, and the cultures, economics, and political life of the people. The text presents a balanced view of the ten major geographic regions of the world. This reviewer was particularly impressed by the thorough integration of physical, economic, social, cultural, and political information. Of particular interest also is the concluding unit, which takes students a step beyond world or global geography. This unit looks at significant world problems, many a result of scientific and technological development or the lack of development. The problems included are those that have a particular geographic dimension.

It is this reviewer's belief that *Global Geography* will provide a good understanding of the world and its people. Teachers, because of the way the material is presented, will be encouraged to extend the materials with other instructional and visual aids.

Data sheet by Janice V. Pearson.

48. HERITAGE OF FREEDOM: HISTORY OF THE UNITED STATES

Author: Donald A. Ritchie

Publisher: Scribner Educational Publishers

Publication Date: 1985 (split-volume, 1986)

Grade Level: 9-12

Materials and Cost: Text, hardbound, 850 pp., $20.97; teacher's resource book, softbound, 558 pp., $27.93; workbook, $6.06; teacher's edition of workbook, $7.53; test masters, $59.70 (two-volume edition of this text also available)

Subject Area: U.S. history

Overview

This new high school American history text provides students with a traditional, chronologically sequenced program employing a number of high-interest special features to enrich the content of the text and contribute to students' enjoyment of history. These features include (1) short biographical sketches called "American Portraits"; (2) "American Development" series highlighting major economic and social changes; (3) excerpts from landmark documents called "Sources of History"; (4) "Regions of America," which studies the major geographic regions in a historical context; and (5) a full-color "Atlas" of reference graphs, charts, and tables. In addition, comprehensive in-text study aids are found at the end of each section, chapter, and unit; these aids reinforce vocabulary development, check mastery of key facts and events, and provide for application of history study skills, appreciation of the nation's heritage, and successful participation in class projects and activities.

Heritage of Freedom: History of the United States is also available as a two-volume set for states adopting for separate courses on U.S. history to 1877 (Volume 1) and from 1877 (Volume 2). The split-volume, while basically derived from the content contained in the larger volume, has been expanded by the addition of a section of readings at the end of each volume. Within each section of readings are letters, speeches, newspaper editorials, excerpts from diaries and journals, interviews, official documents, novels, poems, and songs. Other primary sources such as treaties, laws, proclamations, and court decisions are also included. The readings are arranged by chapter, paralleling the text organization.

Required or Suggested Time

The text is organized into 11 units and 37 chapters. Although no specific timetables are given per chapter, the text contains sufficient material for a yearlong high school course. Because the split-volume edition contains 130 readings in Volume 1 and 150 in Volume 2, enough content and teaching components are available to allow each volume to serve as the basal material for a separate yearlong course.

Intended User Characteristics

The program is designed to meet the needs of average ability high school students. Although suggested teaching strategies geared to varying student abilities for each lesson are provided, the text does not specifically address needs of exceptional students. In fact, a Fry readability analysis shows the average reading level to be a bit high--grade 11/12. Aids in reading include the presentation of new vocabulary in boldface and the definition of new words in context. Readings in the split-volume editions are somewhat easier than the textbook chapters due to their brevity, high-interest nature, and careful illustration.

Rationale and General Objectives

Although no specific rationale statement is given, the publisher describes the program as a "thoroughly integrated political and social history textbook." Publishers list five major objectives that guided the development of this text: (1) clearer chronological organization that enhances students' understanding; (2) political history that provides a sound basic framework; (3) social history that fully treats the way people lived and the role of all groups of Americans in our nation's growth; (4) text narrative in a lively writing style; and (5) democratic values and appreciation of the nation's heritage highlighted

throughout the text. Specific chapter objectives are provided in the teacher's resource book.

Content

Beginning with a study of Native American life and culture, both east and west of the Mississippi, the text offers a chronological history through the Reagan Presidency. Unit 1, "A Free Country is Born, to 1750's" deals with the American colonies. Unit 2, "A Struggle for Freedom, 1689-1789," focuses on the American Revolution, the Declaration of Independence, and the new nation. The third unit, "Launching the Republic, 1789-1815," presents chapters on the Constitution, the first presidents, the Federalists, and foreign policy between 1800-1815. Unit 4, "Nations and the Sections, 1815-1860," deals with the Monroe Doctrine, sectionalism, Jacksonian democracy, and the spirit of reform present between 1820 and 1860. Unit 5, "Division and Reunion, 1820-1877," covers Manifest Destiny, the Civil War, and Reconstruction. Subsequent units include "The Emergence of Modern America, 1860's to 1900's," "New Horizons, 1880's-1914," "Crusade and Disillusion, 1914-1932," "The Roosevelt Years, 1932-1945," "An Age of Anxiety, 1945-1963," and "Roller Coaster Years, 1963-1980's." The narrative is illustrated with numerous maps and color photographs. Appended are a glossary, atlas and reference sections, and a chronology of American history.

Teaching Procedures

Students read, discuss, review, and participate in a variety of activities and projects. Components available to teachers include (1) the reproducible teacher's resource book with suggested teaching strategies plus answers to all section, chapter, and unit reviews; (2) worksheets on black-line copy masters with practice, skill mastery, and challenge materials; (3) tests on copy masters; and (4) an answer key for tests and worksheets. The teacher's resource book provides an overview of each unit and such chapter-by-chapter information as a list of objectives, a preview of the chapter, suggestions for motivating students, a brief description of the chapter's geographical setting and history study skills, suggested teaching strategies, and a bibliography of teacher and student print and nonprint references.

Evaluative Comments and Suggestions

Although this text is fairly dense and the teaching components are not as easy to use as those of some U.S. history textbooks, *Heritage of Freedom: History of the United States* offers a well-organized, attractively presented, and accurate U.S. history textbook. The content, based on up-to-date scholarship, is comprehensive and well-supported with visuals and primary source materials. It is this reviewer's opinion, however, that the split-volume edition of the text enables teachers to "teach less better" and is less overwhelming for students. The strongest component of the split-volume edition is the lavish use of illustrations and primary source materials and the brief, high-interest selections offered in the appended readings section.

Data sheet by Leslie Hendrikson.

49. A HISTORY OF THE REPUBLIC, VOLUME 1; THE UNITED STATES TO 1877 [and] VOLUME 2: THE UNITED STATES FROM 1865

Authors:	James West Davidson, John E. Batchelor, and Mark H. Lytle
Publisher:	Prentice-Hall, Inc.
Publication Date:	1986
Grade Level:	7-12
Materials and Cost:	2 texts, hardbound, 640-711 pp., $20.82 each; 2 teacher's editions, hardbound, 710-792 pp., $27.75 each; 2 teacher's resource manuals, loose-leaf, $84.00 each; skill transparencies, $69.00; test bank and dial-a-test, $198.00
Subject Area:	U.S. history

Overview

The first volume of this split-volume text, *A History of the Republic: The United States to 1877*, offers students a chronological treatment of U.S. history from America's beginnings through Reconstruction. The second volume, *A History of the Republic: The United States from 1877* continues the narrative up to the Reagan years and projections about the nation's future. It is informative to note that the entirety of Volume 1 is duplicated in the first six units of this publisher's new single-volume edition of *The American Nation*, while Volume 2 is comprised of the last five units of the older, revised edition of *The United States: A History of the Republic*. This creative mixture of time segments from both texts offers readers a tighter, more concise history in the split-volume format. Such a format offers curriculum continuity, shorter texts, and more flexibility in providing for different ability levels. Hence, depending on the needs of particular school districts, new state adoption policies, and individual preferences, practitioners may select either these concise split-volume editions or the more comprehensive, but separate, titles mentioned earlier.

Required or Suggested Time

A History of the Republic: The United States to 1877 has six units, each covering a major period in American history. Intended for use throughout the school year, the book includes 19 chapters and an epilogue that looks ahead to developments after 1877. Chapters are divided into four or five sections. *A History of the Republic: The United States from 1877*, also intended for use throughout the school year, contains five units divided into a total of 22 chapters. Most chapters, between 16 and 20 pages in length, are divided into sections that provide focused discussion of specific issues. While a daily lesson planning guide in the teacher's resource manual specifically outlines lesson and activity sequences, no time allotments are given. Although each text is shorter than most single-volume texts, there are more than ample materials to build a yearlong course from each.

Intended User Characteristics

Intended for use with students in grades 9-12, this split-volume text appears to meet the needs of both junior and senior high school students. A Fry analysis shows the reading level of Volume 1 to be at grade 7, while the reading level of Volume 2 averages grade 11. While reading levels between the two texts vary greatly, reading levels within each text are remarkably consistent. Lesson activities for different ability levels are labeled with symbols indicating average and below-average students, students of all levels, and average and above-average students. The program is supported with a strong visual component, including color illustrations, timelines, graphs and charts, maps, boldface headings, and historical photographs.

Rationale and General Objectives

One of the general objectives stated by the publisher of this text is "to offer students a lively chronological history of the United States" emphasizing important themes such as "forging a national identity from a diverse population, broadening and strengthening our democratic institutions, and improving our economic and technological capacity." Moreover, the publisher emphasizes the importance of weaving details and facts into themes to help students grasp "the larger pattern of U.S. history." Although no specific rationale statement is

readily apparent, unit-by-unit objectives are clearly indicated; lessons and tests provided for both unit and chapters clearly tie into the stated unit objectives.

Content

Each unit in the text opens with an outline of chapter titles and a timeline featuring important events covered. Chapter introductions use a primary source or anecdote to introduce the chapter theme. The first of six units in Volume 1, "The World of the Americas," deals with U.S. history until 1650. Unit 2, "Settling the New World," offers chapters entitled "Planting Colonies" (1530-1690), "English Colonies Take Root" (1630-1750), and "Life in the Colonies" (1630-1775). Unit 3, "The Struggle for Independence," presents pre- and post-Revolutionary events, including the Constitutional Convention and the ratification of the U.S. Constitution. Unit 4, "Strengthening the New Nation," covers events between 1789 and 1825, including the first presidents, the Jeffersonian era, and the prospering of the nation. Unit 5, "A Growing Nation," and unit 6, "The Nation Divided," offer chapters on the "Age of Jackson" (1824-1840), westward movement (1820-1860), the ways of the North and the South (1820-1860), the crusade against slavery and for the rights of women (1820-1860), the Civil War, and Reconstruction.

The first of five units in Volume 2, "Transforming a Nation," examines life and problems on the western frontier, the impact of industry on the nation, efforts to reform corrupt political parties, the growth of cities in the late 1800s, and becoming a world power. In unit 2, "Entering a Modern Age," students learn about the progressive era (1901-1917), more reform movements, and World War I. Unit 3, "The Roaring Twenties," deals with life in the 1920s. The New Deal and World War II are the topics studied in unit 4, "A Time of Trial." The concluding unit, "The United States in a Changing World," examines the Cold War, the 1960s, Watergate, the Middle East crisis, the election of 1980, and the Reagan administration.

Teaching Procedures

Three auxiliary components accompany the student editions of *A History of the Republic: The United States to 1877* and *A History of the Republic: The United States from 1877*--each has an annotated teacher's edition, a teacher's resource manual, and a test bank. The annotated teacher's edition consists of the complete student text and a comprehensive answer key to all questions posed in the text. The teacher's resource manual contains information about the program, lesson suggestions, notes on readings and other sources, answers to text questions, map and skill worksheets, outline maps, chapter and unit tests, answers to worksheets and tests, a citizenship study guide, and test bank information.

The test bank and dial-a-test features offer a unique customized testing service intended to provide teachers with personalized custom-made tests suited to the ability levels of their students. Teachers choose from more than 1,000 items to create a test. Other teacher aids include more than 100 selections of primary and secondary source material to maintain student interest, new vocabulary lists and questions to build critical thinking skills, a strong geography component, and a complete reference section.

Evaluative Comments and Suggestions

It is this reviewer's opinion that this year's trend toward split-edition U.S. history texts coupled with improved ancillary materials in the form of teacher resource manuals allows teachers to cover less material more thoroughly, makes the continuum of historical events learned in grades 7-10 appear more related to historical events learned in grades 9-12, and promotes less reliance on texts and more on lesson activities designed to accompany texts. Although a number of recall questions are still apparent, more critical analysis is required than in older texts. The increased use of primary source materials is also a welcome addition to textbooks such as these.

Data sheet by Leslie Hendrikson.

50. LEGACY OF FREEDOM: A HISTORY OF THE UNITED STATES

Authors: Glenn M. Linden, Dean C. Brink, and Richard H. Huntington

Publisher: Laidlaw Educational Publishers

Publication Date: 1986

Grade Level: 11-12

Materials and Cost: Text, hardbound, 800 pp., $23.55; teacher's annotated edition, hardbound, 944 pp., $32.85; teacher's resource binder, $67.41 (two-volume edition of this text also available)

Subject Area: U.S. history

Overview

Legacy of Freedom is a high school level text providing a chronological approach to American history. The book is divided into nine units with 36 chapters. The teacher's guide provides basic instructional strategies as well as statements of purpose and theme for each chapter. Extensive use of seldom- seen photographs and art images provides a new look that teachers will appreciate. A variety of thematic maps also enhance the text, while a section of the teacher's guide lists suggestions for computer software and suppliers.

Required or Suggested Time

The text is organized to be completed in an average school year. Completion would require covering just over one chapter per week to allow for exam days.

Intended User Characteristics

This book is written for upper high school students. Although a Fry analysis of individual passages indicated reading levels ranging from grade 11 to 14+, the publisher's more comprehensive analysis using the Dale-Chall formula indicated a progression from grade 10 in the earlier chapters to grade 11 in the later chapters.

Rationale and General Objectives

According to the teacher's annotated edition, the text has three main goals: (1) to enable students to understand the historical evolution of American institutions through a "cause-and-effect" approach; (2) to achieve instructional flexibility by comprehensively analyzing significant themes and concepts within specific chapters; and (3) to incorporate a relevant skill development program. The guide also lists more specific instructional goals for each unit and chapter.

Content

The text presents a chronological narrative of American history. The 36 chapters are arranged into nine units covering events from prehistory to the election of 1984. Each unit includes a section titled "Applying the Historian's Skills," designed to teach interpretation and analysis skills. Exercises under this title include analyzing charts, posters, cartoons, and oral history. Each chapter has a special feature to introduce students to primary sources. The features are divided into: "Conflicting Opinions," "Historical Sidelights," "A Look into the Future," and "A View of the Times." Typical "Conflicting Opinions" sections present opposing views of Andrew Jackson's personality or stride boldly into current events with "The Invasion of Grenada." At the end of each chapter section are a series of three review questions in a "What," "How," "Why," sequence. Chapter summaries restate important concepts; a review and research section ends each chapter with key terms, review questions, and suggested activities.

In addition to the text material a rich selection of seldom-printed images of woodcuts, paintings, and photographs grace the chapters. Some suggestions for using and interpreting these images are included in the review and research sections. An impressive number of maps spice the chapters. Especially rare and useful are the election maps showing electoral votes for key elections from 1808 to 1984. A variety of thematic charts and thematic maps of the nation are included. The glossary is very complete, as is the especially comprehensive index.

Teaching Procedures

The teacher's annotated edition includes short notes to the teacher printed in blue ink on most of the pages. These notes provide answers to review questions, provide more information, indicate relationships with other materials, and refer to

specific sections in the teacher's guide. The 144-page teacher's manual bound within the teacher's edition provides a structured overview of each unit and chapter. The purpose and main themes of each unit are clearly stated. Specific ideas for using the special features of each chapter are suggested. Instructional objectives are given for each section of the chapters. Unit review activities include a section on drawing conclusions from the chapters just covered.

A softbound teacher's guide of 320 reproducible pages includes activities, readings, documents, timelines, maps, chapter tests, and answer keys. The readings are a rich variety of primary sources from contemporary writings. The documents section contains 16 official papers of historical import. An 80-page reproducible study guide provides review worksheets for each chapter and six outline thematic maps. A separate answer key is included.

Evaluative Comments and Suggestions

Legacy of Freedom is a solid, well-thought-out American history text. The high reading level will make it a difficult challenge for many students. The many fresh illustrations are a strong point that teachers with art or social history backgrounds will be able to most fully exploit. The many useful graphs and charts pale pictorially next to those strong images. The selection of readings and documents in the resource guide provides teachers with an excellent source of primary materials for projects and papers. Annotations in the teacher's edition suggesting when these readings and activities in the binder might best be used would aid teachers in more fully using these materials. To use the book successfully, teachers may also need to be especially innovative in designing stimulating and creative learning activities that will match the abilities of the capable students for whom the text is appropriate.

Data sheet by Robert D. LaRue.

51. PSYCHOLOGY: EXPLORING BEHAVIOR

Author:	Richard A. Kasschau
Publisher:	Prentice-Hall, Inc.
Publication Date:	1985 (rev. ed.)
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 576 pp., $17.25; teacher's guide, softbound, 232 pp., $13.50; student handbook, paperbound, 128 pp., $6.45
Subject Area:	Psychology

Overview

This program provides materials and activities for a quarter, semester, or yearlong introductory psychology course. The text begins by defining psychology and goes on to cover such topics as early and adolescent development, behavior, learning and language, motivation and emotion, personality and testing, and social psychology. The text concludes with a unit on research processes and an epilogue on careers. The teacher's guide contains objectives, lesson suggestions, chapter summaries, and vocabulary. A guided review and chapter tests are found in the back of the book. The student handbook contains experiments and quizzes for each chapter.

Required or Suggested Time

The text has a flexible organization so that it can be used in quarter, semester, or one-year courses. The teacher's guide suggests setting up a syllabus and includes a sample for a one-semester course. It also suggests ways to use the material in courses of different lengths with different emphases. All of the text's 17 chapters and the epilogue on careers are divided into five or six sections requiring about one class lesson each to complete. The discussion questions, experiments, and quizzes in the student handbook require additional time.

Intended User Characteristics

The textbook is intended for students in grades 9-12. According to a Fry analysis, the average reading level is grade 11. Some of the experiments and activities in the student handbook are suitable for younger grades. No special teacher training is required although some background in psychology would be useful.

Rationale and General Objectives

Psychology: Exploring Behavior is designed to help students acquire skills and understandings needed to improve their relationships with others and make rational, intelligent choices about their own lives. In covering topics from the "ways we use psychology in daily life to the research process used by professional psychologists," the text aims to help students see how psychology relates to their own interests and to the concerns of the future." Each chapter has clearly stated objectives.

Content

Psychology: Exploring Behavior consists of an introductory chapter, seven units, and an epilogue. The first chapter defines psychology, explaining its history and how it fits into students' lives today. The first unit focuses on human development, while the second explains the bases of behavior, with emphasis on physiological and perceptual processes. In the third unit emphasis is on learning, remembering, language, and communication. Unit 4 focuses on motivation and emotions. Unit 5 explains personality, the different theories of personality, and mental and behavioral disorders. Unit 6 is designed to help students understand social psychology, specifically groups and how students fit into different groups. Unit 7 demonstrates the research processes of psychology. Experimental procedures and statistics are explained and practiced. The epilogue suggests ways that psychology can be used in the future and jobs that require a knowledge of psychology.

The text includes several learning features. Key terms are defined in the margins, and "Think About It" boxes probe issues of human interest. Each chapter concludes with a "Chapter Application and Review" that contains suggestions for using psychology, review questions, activities, and "Interested in More?", which provides titles and authors on

covered subjects. The book concludes with a glossary, a list of significant psychologists and their contributions, and references.

Teaching Procedures

The student handbook and the teacher's guide suggest a variety of teaching procedures. The student handbook also contains quizzes for each chapter and an answer key. The teacher's guide contains additional information to facilitate teaching. The introduction includes a list of audiovisual materials and ideas about teaching techniques. Each chapter has a list of objectives and supplementary information that discusses a concept or an issue related to the chapter. Chapter tests are also included.

Evaluative Comments and Suggestions

Psychology: Exploring Behavior is a well-written introductory-level psychology book. The examples and situations given are geared toward adolescents, reflecting their concerns and problems. The text type is large enough for easy reading. The book includes many colorful pictures and charts, with the cartoons being a definite bonus. Some of the charts are a bit difficult to understand. The student handbook offers some excellent worksheets with an emphasis on getting to know yourself and building self-esteem.

Data sheet by Jan Carnes.

52. THEMES IN MODERN SOCIAL HISTORY

Authors: Linda W. Rosenzwieg and Peter N. Stearns

Publisher: Carnegie-Mellon University Press

Publication Date: 1985

Grade Level: 11-12

Materials and Cost: Text, softbound, 225 pp., $8.95; teacher's guide, softbound, 13 pp., free with text

Subject Area: European history, social history, social studies, U.S. history

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Overview

Designed for use as supplementary reading in traditional high school history courses or as a basic textbook for a social history course, this volume is organized around themes chosen to reflect the everyday lives of ordinary people who lived in four different time periods. The periods are: preindustrial society, 1600-1780; early industrial society, 1780-1870; mature industrial society, 1870-1950; and advanced industrial society, 1950-the present and beyond. In each of those historical periods, the themes of work and leisure, family and childhood, health and medicine, and crime and law enforcement are addressed. Each historical period is introduced through a narrative survey that describes the general characteristics of the time; this is followed by source material and a summary. This organization allows the teacher to use the book as a central textbook or to choose a variety of materials to supplement lessons taught from a traditional textbook. A teacher's guide describes the general organization of the text, provides a useful overview of the general objectives for teaching the materials, explains succinctly the unique periodization of social history, and outlines several model lessons.

Required or Suggested Time

This textbook can be used as the basis for a yearlong or semester course in U.S. social history, or parts of it can be used to enhance other course work. Sufficient material is provided on each of the four time periods to build a nine-week unit on the period, especially if teachers have students work in small groups to analyze the quantitative materials and require written responses to the questions that follow the source materials. Because the materials are divided among the four themes, teachers could select some topics and omit others. Model lessons in the teacher's guide suggest methods for extending or compressing the time allotted.

Intended User Characteristics

This book is clearly meant to be used by upper-level high school students. Results from a Fry readability analysis of six randomly selected passages averaged grade 11. Realizing that both the types of reading materials (statistical charts, primary documents) and the "unfamiliar chronological structure" might prove confusing and difficult for students, the authors provide a series of sample lessons designed to provide alternative teaching strategies.

Rationale and General Objectives

The authors of this text emphasize that their intention was to provide organized materials on social history for the increasing number of teachers who wish to include new research in their courses. Although they make "no claims that the study of social history demands less of students in terms of higher level thinking skills," the authors do emphasize that social history "stresses familiar themes and phenomena with which students have personal experience." The general cognitive objectives include: (1) developing knowledge of social history, "the facts, concepts, and generalizations which represent the major conclusions of social historians"; (2) developing intellectual skills such as the ability to abstract information from documentary sources, interpreting information, developing and testing hypotheses; and (3) "the ability to relate past and present values." Affective objectives include: (1) "developing a sense of historical connection"; and (2) "developing tolerance for divergent ideas, beliefs, and practices."

Content

The text is divided into four units that together cover the time period from 1600 to the present. Each unit presents an overview of the time in question--events in the world, population, economics, so-

cial structure and mobility, and the relationships between America and Western Europe. Following the overview are a series of source materials on each of four themes: work and leisure, family and childhood, health and medicine, and crime and law enforcement. Included in the source material are such diverse items as population statistics, excerpts from diaries and journals, love letters, school lessons, newspaper descriptions of crimes, regulations for the workday, and popular music. A number of probing questions are included in the sections of source materials. Each unit concludes with a summary of the period.

Teaching Procedures

A series of model lessons is provided in the teacher's guide. Each model lists objectives, materials to be used, and a variety of useful teaching strategies. The authors also provide tips on how to teach narrative material and primary source material through individual and small group work, inquiry exercises, and the comparison of personal and past experiences. Suggestions are provided for handling value-related questions, as well as possible student frustration in studying a "new" kind of history within an unfamiliar chronological structure. Some suggestions on constructing tests for these materials are also included.

Evaluative Comments and Suggestions

Themes in Modern Social History is well organized and well written. While it does not contain the illustrations, photographs, and wide expanses of white space found in "major" textbooks--in fact, it has a dense scholarly look about it--the work does meet the need for good social history materials. What it lacks in appearance is more than made up for in content. It provides an excellent approach to the field of social history.

Data sheet by Fay Metcalf.

53. TRIUMPH OF THE AMERICAN NATION

Authors:	Lewis Paul Todd and Merle Curti
Publisher:	Harcourt Brace Jovanovich
Publication Date:	1986 (rev. ed.)
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 1060 pp., $22.85; teacher's annotated edition, hardbound, 1194 pp., $31.50; teacher's resource manual, loose-leaf, 466 pp., $66.00; book of readings, softbound, 445 pp., $14.10; 14 posters, $21.00 for set (some components are available in alternate formats; contact publisher for information)
Subject Area:	U.S. history

Overview

Triumph of the American Nation is a senior high school text designed to be the basic material for a one-year course in U.S. history; if used with the book of supplemental readings, *Sources in American History*, and other suggested readings, it could serve as the organizing text for a two-year course. Although the basic text is almost identical to the 1982 volume, *Rise of the American Nation*, significant major changes were made in the end-of-chapter materials, especially in the areas of study skills, critical thinking skills, suggested books, and the relationship of history to economics, geography, and politics. This text and its auxiliary materials provide for a variety of teaching schemes and a wide range of academic abilities.

Required or Suggested Time

Used as a basic text, *Triumph of the American Nation* would most likely serve as the material for a one-year course. If, however, *Sources in American History* were used along with suggested books (novels and works of history) to provide for in-depth studies, this text could be used as the organizer for a two-year offering. As such, it could provide the chronological sequence of history around which a rich, analytical study might be organized.

Intended User Characteristics

This text can be used by student with a wide range of academic abilities. For average high school students, it is a readable and understandable book that provides many suggestions to help the average student grasp the panorama of history and to connect events or eras to another. For above-average and even advanced placement students, this text provides a chronological framework to which reading and research assignments and activities to develop critical thinking skills can be added. One of the features of *Triumph of the American Nation*, not found in 1982's *Rise of the American Nation*, is the brief, but significant, enrichment materials that deal with important personalities, decisive events, changing landscapes, and replications of original source materials. Additionally, the materials dealing with history study skills have been improved and provide rich suggestions for student and teacher.

Rationale and General Objectives

Although not stated by the authors, it can be inferred that this text is intended to provide the basis for a citizen's understanding of the history of the United States. It is clearly intended to help students understand major developments in U.S. history and, at the same time, develop analytical skills by which they can ask significant questions. The authors make a serious effort to present an objective and balanced approach to political, social, and economic issues. While the text does not raise directly many critical questions itself, it provides information and suggestions which, if followed, will help students go beyond the text itself.

Content

Triumph of the American Nation is a well-organized text of 43 chapters that cover U.S. history from early exploration until 1984. Although the text is objective, controversial topics such as the treatment of Native Americans, blacks, Hispanics, females, and the Viet Nam war are covered. As in any text that attempts such wide coverage, some of the discussions are brief, but controversial issues are not avoided. It must be noted, however, that the

authors do not present a view slanted in favor of any particular political interpretation of history. The book is balanced in the sense that political issues, social development, geographical changes, military events, and involvement in world affairs are presented to the student.

With the addition of "American Profiles," "Decisive Moments," "Americana," and "This Changing Land," the authors help students understand the importance of the individual in history, the significance of certain events, the relationships between history and geography, and the importance of the humanities in history. In addition, "Sources" provides opportunities for students to engage in enrichment and/or in-depth studies.

The 43 chapters are organized into 13 units according to traditional historical eras. Each chapter contains a section entitled "Developing History Study Skills," which is intended to help students develop a "historian's" attitude toward the written materials. Also included in each chapter is one or more of the enrichment sections discussed above. Each chapter concludes with a summary and review emphasizing study skills and critical thinking skills. Included are materials that help students distinguish between primary and secondary historical sources and to develop a historian's analytical skills.

Teaching Procedures

No specific teaching procedure is suggested in these materials. It should be noted, however, that it is intended that students should come to examine and understand not only the information of U.S. history, but the underlying causes of events. It is clearly intended that students come to recognize and understand major generalizations (and how to critically analyze them) of U.S. history. It is also intended that students understand the relationships between history, the social sciences, and literature. Although deductive approaches may be used in presenting the basic materials, this text will be most useful as the material which leads to an inductive-deductive teaching approach. This, in turn, suggests the use of literature, art, and political documents. Individual teachers will undoubtedly proceed along individually preferred teaching styles, but it should be recognized that a prevailing philosophy is projected by the writers. This includes: development of the abilities to think historically; the skills by which generalizations are formed and analyzed; and the ability to form and text hypotheses, including the weighing and interpretation of historical evidence. If one examines the text alone, it could be inferred that an objective presentation of the facts is preferred, but when one examines the text, end of chapter summaries, suggested thinking skills, and the teacher's manual, it becomes obvious that the authors hope that teachers will develop a course requiring the development of high level thinking skills along with a solid foundation in the chronological development of the history of the United States.

Evaluative Comments and Suggestions

Triumph of the American Nation is an attractive textbook. Illustrations add to the content; they are often used to illustrate concepts from other social sciences or the importance of an individual. The new features such as "Americana" add interest. The noticeable avoidance of a particular position relative to such controversial matters as the Viet Nam War is overridden by the suggested readings, through which an alert teacher can assist students in developing the skills of critical analysis. The text alone is sufficient to provide a good course for high school students; used with suggested supplemental materials, it can provide an excellent course for students with a wide range of academic abilities, including the college-bound.

Data sheet by Jack Cousins.

54. UNITED STATES HISTORY, VOLUME 1: BEGINNINGS THROUGH RECONSTRUCTION [and] VOLUME 2: RECONSTRUCTION TO THE PRESENT

Authors:	Henry N. Drewry, Robert P. Green, Jr., Thomas H. O'Connor, Laura L. Becker, and Robert E. Coviello
Publisher:	Charles E. Merrill Publishing Company
Publication Date:	1986
Grade Level:	7-12
Materials and Cost:	2 texts, hardbound, 568-662 pp., $16.50 each; 2 teacher's annotated editions, hardbound, 686-733 pp., $19.02 each; 2 teacher's resource books, loose-leaf, 334-355 pp., $39.00 each
Subject Area:	U.S. history

Overview

Appropriate for a two-year curriculum, this two-volume series presents a chronological, topical history of the United States. The first volume, *United States History: Beginnings through Reconstruction*, is designed as a program for middle and junior high school students. The second volume, *United States History: Reconstruction to the Present*, is a basal high school U.S. history text, intended for average and above-average students. While developing significant facts about America's history, the program aims to improve student study skills, to instill an appreciation of history, and to help students gain insights into relationships among the people, ideas, and events that have shaped present-day American society. It is noteworthy that Volume 1 is comprised of the first five units of the 1984 (revised) edition of *America Is*, while Volume 2 duplicates the last five units in the 1986 revision of *The American Tradition*. This mixture of time segments from both texts offers students a less overwhelming, more concise history in the split-volume format offered by a number of publishers this year.

Required or Suggested Time

United States History: Beginnings through Reconstruction (Volume 1) consists of 16 chapters grouped into five units. The second volume, *United States History: Reconstruction to the Present*, consists of 21 chapters grouped into six units. Although timetables for covering the volumes are not included, activities and ancillary materials have a variety of applications. Hence, time required will vary according to individual teaching styles and student needs. Each text, however, contains enough material to support a one-year U.S. history course.

Intended User Characteristics

Volume 1 is designed for use with middle and junior high students. A Fry readability analysis indicated that the average reading level is grade 7. Volume 2 is designed for average and above-average students in grades 11 and 12, but the reading level and reading aids also make it suitable for students who read below grade level. A Fry readability analysis indicated that the average reading level of Volume 2 is grade 10. Chapters are divided into sections and subsections that contribute to easier reading and understanding. Other reading aids include presentation of new vocabulary in boldface and well-spaced use of color photographs, historic photographs, maps, charts and graphs, and primary source material.

Rationale and General Objectives

United States History: Beginnings through Reconstruction is designed to achieve the following objectives: (1) "to help students gain insights into relationships among people, ideas, and events as they learn and use significant facts of America's history; (2) to help students sharpen social studies skills; and (3) to help students develop an appreciation of history and its study." Program objectives for the second volume, *United States History: Reconstruction to the Present*, include: (1) "to present the causes and effects of events in American history in a clean, concise, and meaningful manner; (2) to inform students about the origins and development of this nation's government, economy, society, and culture; (3) to equip students with the critical-thinking skills that will enable them to make reasoned, objective judgments about historical interpretations and contemporary issues; and (4) to help students understand the nature and

significance of traditional American values." Specific chapter and unit objectives are provided in the teacher's editions.

Content

Volume 1 opens with a geographical orientation to the United States. The first unit, "Opportunity," describes the first Americans, new world opportunities, and English settlement in North America. Unit 2, "Independence," presents a chronological narrative describing colonial society, the War for Independence, the formation of the Union, and the Constitution. The third unit, "Democracy," covers the testing of the new government during the Adams and Jefferson presidencies, the growth of nationalism, and the age of Jackson. Unit 4, 'Expansion," presents sections dealing with social changes evident during America's reform years, including the rise of industry, growth of cities, changing population, and America's westward movement. The final unit, "Division," goes into causes leading to the Civil War, the Civil War, and the rebuilding of the nation. The text concludes with an overview of Reconstruction.

Unit 1 of Volume 2, "The Nation Reunited," presents a chronological narrative of Reconstruction, "The Last Frontier," and the Gilded Age. Unit 2, "The Age of Industrialization," focuses on industrial growth, the rise of labor, urbanization, and the Progressive Era. Units 3 and 4, "The Rise to World Power" and "Prosperity and Depression," cover U.S. history through the 1930s. The final units, "The World in Conflict" and "The United States in a New Era," examine World War II and the decades since. Each unit in Volume 2 opens with a colorful two-page photograph, a listing of chapters in the unit, and a timeline highlighting important historical events. Each of the 21 chapters begins with a photograph, a list of section titles that provides an overview of the chapter, and a brief quotation from a contemporary source. Two kinds of special features appear throughout the text: "People in History," which presents the human side of history, and "Perspectives in History," which discusses the development of themes and issues over time.

Both texts contain appendices that include readings, an atlas, historical data, the Declaration of Independence, the Constitution (annotated), and a detailed glossary.

Teaching Procedures

The teacher's annotated editions contain a brief section on instructional approaches and a text implementation section. The first section in each briefly discusses brainstorming, audiovisual materials, reading guides, games and simulations, debate, and case studies--six strategies that can involve students in their learning. Lesson plans for each chapter are included in the text implementation section. The teacher's resource books that accompany each volume are designed to provide effective tools for teaching content, reinforcing skills, and evaluating student performance. The components of the teacher's resource books include: (1) teacher lecture notes (an outline of content based on the heading structure of the text and a section-by-section commentary); (2) outline maps (a selection of maps that may be duplicated and used for a variety of map exercises); (3) citizenship exercises and activities to expand student understanding of key concepts and historical events in the chapter; (4) an evaluation section containing two one-page quizzes for each chapter and one multipage test for each unit of the text; and (5) listings of a selection of materials from a wide variety of media.

Evaluative Comments and Suggestions

This junior-senior high set provides students with a greater sense of historical continuity, a less overwhelming body of content to comprehend, and a more activity-oriented approach than the more traditional and comprehensive single-volume history text. Although format and content offered by the various U.S. history text publishers are strikingly similar, the split-volume editions supported by reproducible teacher's resource books enable teachers to teach less content in a more comprehensive fashion. It is this reviewer's suggestion, however, that the use of brainstorming, audiovisual materials, readings, games and simulations, debate, and case studies be extended.

Data sheet by Leslie Hendrikson.

55. WORKING TODAY AND TOMORROW

Authors: Richard Campbell and Mary J. Thompson

Publisher: EMC Corporation

Publication Date: 1987

Grade Level: 9-12

Materials and Cost: Text, hardbound, 405 pp., $17.95; workbook, softbound, 174 pp., 44.95; five-diskette microcomputer software program for Apple II plus, $158.00; annotated teacher's edition, hardbound, 405 pp., $20.00; test booklet, softbound, $3.95

Subject Area: Business education, career education, economics

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Overview

This text stresses the process of planning and decision making which secondary students may use as workers, consumers, and/or citizens. The relationship between the worker's choices and the economy is emphasized, and economic literacy is developed through presenting basic economic concepts, clarifying the relationship between the worker and the economy, and identifying the benefits of making good decisions about work and use of money.

The text may be used for either a one- or two-semester course. By using chapters selectively, the teacher can change the emphasis of the course from student decision making and preparation for the world of work to a stress on business or on economic decision making. The comprehensive teaching program includes many special materials, including an annotated teacher's edition, a student workbook, a five-diskette microcomputer software program, and a test booklet coordinated with the text. In addition, a number of special teaching aids are built into the text; these include case studies, color photographs, tables and figures, chapter reviews, chapter vocabulary lists, and suggested chapter activities.

Required or Suggested Time

The text can be used for a one- or two-semester course, depending on what chapters are selected. The selections will depend not only on the time available but also on the emphasis of the course and the needs of the students. For example, using the parts of the teaching program most closely related to career education could result in a one-semester course for 11th- and 12th-grade students.

Intended User Characteristics

The program is primarily intended to be used in high school career education, business education, or economics classes. The format and support materials are well suited for average or below-average students. A Fry analysis of the text indicated reading levels of grade 7 to grade 11, with an average reading level of grade 8. Subheadings and clear summary statements make the text easy to follow. New words are italicized, with definitions given, and a glossary is presented at the end of the text. The pictures, examples, and topics covered make the text well suited for use with a multiethnic student body. Although an inexperienced teacher could follow the text and other materials to present the program, teachers having a background in career education or some inservice preparation would likely be more effective.

Rationale and General Objectives

The text's major goal is student mastery of a decision-making process that will enable them to plan and make good decisions about their roles as workers, consumers, and citizens. A number of general objectives are presented as well, but they are all closely related to the major goal.

Content

The text is divided into five parts. Part 1 presents recent job trends and prepares students to make better career choices. In part 2, the stress is on preparing students to enter the labor market. Part 3 introduces students to their roles as workers, covering topics from getting along with fellow workers to health and safety on the job. Part 4 covers making good decisions about the use of personal resources such as getting good consumer information, using money widely, and using credit. Part 5,

presents information on consumer rights and responsibilities, including the examination of credit, financial services, and insurance.

The teacher's edition provides a scope and sequence chart indicating where major topics are covered in the text. These major content topics are identified as preparing for work; getting information; understanding yourself; change, stress, and conflict; planning; making decisions; economic principles; role of government; managing money; rights and responsibilities; working with others; and comparison shopping.

Teaching Procedures

The teaching program contains a number of instructional aids. Each chapter of the text starts with a case study that presents a current problem for students to consider. Every chapter includes a review of terms, chapter review, and activities. In addition, the student workbook presents chapter review questions and activities. Finally, the teacher's edition provides the following for every chapter: discussion questions and answers and suggestions related to the review terms, chapter reviews, and activities. A test booklet provides a comprehensive testing program for the course.

Evaluative Comments and Suggestions

Working Today and Tomorrow is an attractive, well-organized text accompanied by many sound teaching aids. The text contains many excellent color photographs, as well as nicely presented tables and figures. The text should work well with a senior high school career education class.

This teaching program is not directed to the college preparatory student, but to the average general education student. The material does a good job of including minorities in its presentation; hence, it is well suited to use with racially mixed student bodies. The text is both motivating and readable for the average secondary student. In summary, it is a good, comprehensive teaching program for a career education class at the secondary level.

Data Sheet by Bob L. Taylor.

56. WORLD GEOGRAPHY

Authors:	Preston E. James and Nelda Davis
Publisher:	Scribner Educational Publishers
Publication Date:	1985
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 630 pp., $20.97; teacher's resource book, softbound, 464 pp., $27.72; student workbook, softbound, 169 pp., $6.12
Subject Area:	World geography

Overview

World Geography is a major revision of *Global Geography*, published in 1981. The textbook begins with a section on "Globes and Maps, The Tools of Geography," which includes a 14-page atlas. This introductory section is followed by 11 units divided into 38 chapters. Unit 1 is an orientation unit that includes chapters on culture, political and economic systems, technology and change, various aspects of the environment, resources, and land use. The ten subsequent units focus on the world's eleven cultural regions: North America, Southern America, Western Europe, the Soviet Union and Eastern Europe, North Africa and Southwest Asia, South Asia, Southeast Asia, East Asia, Africa, Australia, and New Zealand and the Pacific. The textbook concludes with an extensive reference section.

Accompanying *World Geography* are a teacher's resource book and a student workbook. The teacher's resource book offers practical suggestions and strategies for using the various sections, units, and chapters of the textbook as well as the other special features presented for the students and teachers. The student workbook can be employed to review the facts, content, and vocabulary presented in the text. It also provides reading and writing activities and basic geography skill development.

Required or Suggested Time

The teacher's resource book provides a suggested time schedule for a 36-week school term, allowing two weeks for review and testing. Time allocations, in weeks, are also suggested for teachers who have time for only a one-semester course. These allocations are outlined in a special section of the teacher's resource book and reiterated at the beginning of each unit in a section titled "Teaching a One-Semester Course"; a rationale for why these particular segments of each unit are most important for an abbreviated course is presented.

Intended User Characteristics

The intended audience for this text is students in grades 9-12. A Fry readability analysis indicated variable readability, with an average reading level of grade 11. However, this level may tend to be skewed because of the large number of geographic names and locations. The glossary at the end of the text, as well as the chapter-ending "Building Your Geography Vocabulary" feature that reviews key words and "Learn to Say It" sections that review pronunciation, enhance readability and facilitate skill development. Important words introduced in each chapter appear in small capitals in the introduction and in italics throughout the chapter. Definitions are provided in the text or by means of a diagram. Included in the teacher's resource book are suggestions for strengthening students' reading skills and for meeting individual student needs.

Rationale and General Objectives

World Geography is a contemporary study of "the relationship between the physical environment and human beings and their cultures." The textbook uses a regional approach to show this relationship and the role of human economics and political and social systems in this relationship. Goals are presented for each unit of *World Geography*. For example, after studying unit 1, "students will be able to understand the physical and cultural environment as an interconnected system, appreciate the role of culture in shaping the earth," and so on. Specific objectives are stated for the introduction section and for each of the 38 chapters. For example, the first objective of chapter 4, unit 1 states that "students will be able to define resources in relation to time, place, individual need, and culture."

Content

World Geography begins with a section that includes lessons on seven discrete map and atlas skills followed by a 14-page atlas containing maps of seven world regions and the United States. After the atlas is a brief section describing "How Geographers Observe the World." This section defines terms and concepts (e.g., systems, population distribution and density, regions, revolutionary changes) and provides an overview of the world's 11 culture regions and a short section on how to use the textbook.

The first unit of the text discusses how humans use the earth. It includes a look at culture, technology and change, the environment, resources, land use, and cultures in transition. The remaining ten units, the bulk of *World Geography*, focus on the world's 11 culture regions: North America, Southern America, Western Europe, the Soviet Union and Eastern Europe, North Africa and Southwest Asia, South Asia, Southeast Asia, East Asia, Africa, Australia, and New Zealand and the Pacific. Each unit first looks at the habitat and settlement of the region amd then examines specific countries within the region.

The text also includes an extensive reference section. Among the elements of this section are a handbook of map and globe skills, a statistical profile of the world's nations, a metric conversion table, a glossary, and an index.

Teaching Procedures

The teacher's resource book is a comprehensive guide for teachers using *World Geography*. This book contains a teacher's manual that provides an introduction to the textbook and its organization and a sequence of map and globe skills. The teacher's manual then provides unit and chapter plans as well as suggested teaching strategies for each lesson. These suggestions include extending activities and ideas for individualized instruction. Answers to the end-of-chapter activities are located in this part of the teacher's resource book, as are the goals and objectives for each unit and chapter. Background information, bibliographies for students and teachers, and suggested audiovisual materials are also found here.

Following the teacher's manual in the teacher's resource book are a variety of black-line copy masters: chapter previews to provide readiness for each chapter; chapter and unit tests to measure students' mastery of geography facts and content; worksheets for drill and practice; outline maps to reinforce map skills; map and globe skill practice sheets; and answer keys for all tests, worksheets, and map and globe practice sheets.

The student workbook is a collection of evaluative activities to review facts, ideas, and vocabulary. It also includes map and globe skill activities and activities that require applying reading and writing skills to the material presented.

Evaluative Comments and Suggestions

World Geography provides a good overview of the 11 world regions, helping students understand the culture, politics, economics, and social systems of each region. The materials in the textbook are well organized. The introductory sections give a sound foundation and introduction to map skills, use of an atlas, and other geographic factors such as culture, resources, land use, and environment. This section sets the stage for presentation of the 11 cultural regions.

Although ample practice of map and globe skills is provided, other activities included in the textbook and as black-line masters are primarily factual recall. Through use of the suggestions for individualized instruction as well as extensive planning, teachers can incorporate additional activities and strategies for stimulating more active learning.

Data sheet by Janice V. Pearson.

57. WORLD GEOGRAPHY

Authors: Alan Backler and Stuart Lazarus

Publisher: McDougal, Littell and Company

Publication Date: 1986

Grade Level: 9-12

Materials and Cost: Text, hardbound, 596 pp., $22.47; instructor's manual, softbound, 100 pp., $5.48; workbook, softbound, 174 pp., $5.25; answer key, $1.95

Subject Area: World geography

Overview

World Geography is designed to help high school students develop geography concepts and skills and apply those concepts and skills to learning about the major culture regions of the world. Each of the text's five units develops five fundamental geography themes: location, physical and human characteristics, relationships within and between places, human interactions with the environment, and location and place. Chapters within the units are divided into lessons that include vocabulary assistance; maps, graphs, charts, and diagrams to supplement concept and skill development; case studies; focus features; student activities; and chapter summaries and reviews.

The instructor's manual is a helpful tool, giving a detailed set of suggested teaching plans for the text and student workbook. Plans are keyed to chapters and lessons in the textbook. The teaching plans include objectives, teaching strategies, and possible student responses. An answer key is provided for the teacher's convenience. The student workbook includes three sections: questions and exercises referred to in the textbook, atlas exercises, and mastery tests.

Required or Suggested Time

World Geography is designed for use as a two-semester world or regional geography course. A teacher could opt to teach a one-semester course, however. The chapters in each unit focus on either geography concepts and skills or world culture realms. Thus, a teacher could select those units and chapters that would provide the emphasis desired to meet required course objectives. Suggestions for using the text in this manner are provided in the instructor's manual.

Intended User Characteristics

This textbook is intended for students in grades 9-12. A Fry readability analysis indicates a variable reading level, with an average of grade 10, making the text suitable for most high school students. Aids such as vocabulary assistance within the margin, a glossary, and a vocabulary section in the chapter summary and review give additional reading assistance. Photographs, maps, graphs, charts, and diagrams provide visual assistance. The student workbook is simply written, allowing for implementation without special preparation and organization by the teacher.

Rationale and General Objectives

Helping develop fundamental themes in geography that have been identified by the Joint Committee on Geographic Education and the Association of American Geographers are goals of the authors of *World Geography*. These goals are achieved by deliberations on basic geography concepts and skills and by exposure to various world culture realms in which concepts and skills can be applied. The overall objectives of these materials can be summarized as helping students understand the people and places of the world and providing ways of thinking about how and why our lives are influenced by the people and places in the world.

Content

World Geography is divided into five units and 26 chapters. Each of the units introduces a major theme of geography. Unit 1 explains the central theme of location. Unit 2 explores the theme of physical and human characteristics. Unit 3 looks at the theme of relationships within and between places. Unit 4 develops the themes of human interaction with the environment, and unit 5 reemphasizes the fundamental themes of location and place. The chapters within each unit are divided

into two kinds of chapters--those to develop basic geography concepts and skills or those to introduce a world cultural realm. For example, chapter 7, which focuses on North Africa and Southwest Asia, introduces this region, provides opportunities to study the natural and human environment of the region, and concludes with projections for the future of this region. Other areas to which chapters are devoted are Anglo-America, Sub-Saharan Africa, Australia, Europe, Japan, China, Southeast Asia, the Soviet Union, Latin America, and India. The remaining chapters explore such specific geography skills and concepts as regions, environmental control, environmental decision-making, resources and hazards, interaction, transportation and communication diffusion and innovation, migration, conflict over land use, and geography and the future.

Both types of chapters are divided into lessons that include definitions of new vocabulary words in the margins when the words are first used in the text; maps, graphs, charts, diagrams, and case studies that offer opportunities and tools to hone and apply geographic concepts and skills; highlighted focus features that provide additional information related to the topics being presented; and student activities, set off in blue type, intended to develop thinking skills. Each chapter concludes with a chapter summary and review that reinforces understanding of geography vocabulary, concepts, and skills. A bibliography listing additional readings is included in the chapter summary.

The text also includes a glossary, an index, a list of maps and charts used in the text, and a colorful atlas.

Teaching Procedures

A well-conceived set of teaching plans or procedures is provided for use with the *World Geography* textbook and student workbook. Included in these teaching plans are objectives, teaching strategies, and suggested possible student outcomes and responses. An answer key is provided for the teacher's convenience.

The teacher is provided a good rationale for the manner in which the materials in the text are presented. Additionally, the organization of the textbook is explained carefully and concisely, as is the recommended use of the text. The teacher is also given an overview of the intended use of the various evaluation strategies provided in the text and student workbook.

The student workbook has three sections. The first consists of questions and exercises referred to in the textbook (set off in the text by blue type). The second section provides a set of atlas exercises for each of the 11 culture realm chapters in the textbook. The third section of the workbook consists of mastery tests for all but two of the chapters in the text.

Evaluative Comments and Suggestions

World Geography is a comprehensive textbook designed to give students a good look at the world's major geographic/cultural realms (presented in one kind of chapter) to which the geography concepts and skills developed in the text (presented in the second kind of chapter) can be applied. This reviewer feels that teachers must be very organized and must pay special attention to the two diverse kinds of chapters, particularly if the teacher is intent on using less than the entire textbook or shortening the course by picking and choosing chapters to present.

Sound instruction and activities in using maps, graphs, and charts are provided. Skill and concept development, as well as vocabulary development, also includes use of case studies and student activities that stimulate the development of higher order thinking skills and often involve active learning and questioning techniques. The graphics are most useful as are the maps presented in the atlas. The chapter reviews, however, tend to focus primarily on the recall of factual information.

Data sheet by Janice V. Pearson.

58. WORLD HISTORY: A STORY OF PROGRESS

Authors: Terry L. Smart and Allan O. Kownslar

Publisher: Holt, Rinehart and Winston

Publication Date: 1987

Grade Level: 10-12

Materials and Cost: Text, hardbound, 800 pp., $21.39; teacher's annotated edition, hardbound, 800 pp., $26.73; teacher's resource book, loose-leaf, 518 pp., $54.57; workbook, softbound, $4.83

Subject Area: World history

Overview

World History: A Story of Progress is a yearlong senior high school text covering the history of the world outside the United States. The text is divided into nine units and 32 chapters arranged chronologically and topically. A comprehensive teacher's guide provides goals and objectives, daily lesson plans, tests, bibliographies, and primary and secondary readings. Critical thinking skills are emphasized. The text includes numerous photographs, maps, charts and graphs, and special features.

Required or Suggested Time

World History: A Story of Progress is designed as a text for a full-year course. The text contains nine units divided into 32 chapters of several sections, each suitable for daily assignment. Each unit could also be used selectively in such other courses as world cultures, western civilization, etc. or as a basis for independent study.

Intended User Characteristics

According to the publisher, the text is intended for the 10th-grade level. However, the Fry graph indicates an average reading level of grade 12. Vocabulary aids throughout the text include the appearance of new terms in boldface type with phonetic spellings and definitions in context the first time they are used. Chapter reviews emphasize vocabulary, and a glossary is included in the reference section of the text. The teacher's guide includes skill, reinforcement, and enrichment activities on two levels; the second level is designed to meet the needs of students with above-average interests and abilities. No specific training or preparation is required of the teacher beyond that needed for the average senior high school history class, although reading the material listed in the teacher bibliography would enrich the teacher's knowledge.

Rationale and General Objectives

According to the teacher's annotated edition, it is "essential for students to develop an understanding of the events of the past in order to fully comprehend what is happening in the present." This text and its suggested activities provide a thorough coverage of world history and prepare the student to compare and contrast past cultures and civilizations and to identify how these civilizations have contributed to modern cultures and have influenced present-day lives. More specific goals and one skill objective are provided in the teacher's guide for each unit, and even more specific goals and objectives are given for each chapter. Learning and using eight critical thinking skills are emphasized. These are taught in the first eight chapters and reinforced in various situations in the remainder of the text.

Content

World History: A Story of Progress is organized chronologically and thematically into nine units, further subdivided into 32 chapters of several sections each. A preliminary lesson is included entitled "Building Your Geography Skills." This is followed by unit 1, which covers the early ancient world (4500-250 B.C.) and includes chapters on prehistoric people and the Sumerians and Assyrians, the Egyptians, and early India and China. Unit 2 (3000 B.C. - 650 A.D.) covers classical China and India, ancient Greece, and the Roman Empire. Units 3 and 4 discuss the Middle Ages, both inside and outside Western Europe. The chapters in units 5 and 6 describe European history from 1350-1900, from the Renaissance to the Industrial Revolution. Unit 7, "The Era of Nationalism and Reform," details events in that period both inside and outside Europe. Units 8 and 9 discuss the 20th century: World War I, World War II, and the world since 1945.

In addition to the text material described above, the book contains three kinds of special features: "People in History," 14 mini-biographies of people such as Caesar, Mansa Musa, Byron, Sally K. Ride, and the Beatles; "Primary Sources," 13 excerpts from literature such as the Epic of Gilgamesh, the treaty between Nazi Germany and the Soviet Union, and the Universal Declaration of Human Rights; and "Social Studies Skills," nine pages designed to teach skills and provide practice in using them. The skills covered include making an outline, recognizing propaganda, developing a frame of reference, mapping, graphing, and developing an organization chart. A seven-page chronology, glossary, and index are included in the book, as are color photographs; unit, chapter, and section reviews; and 71 maps.

Teaching Procedures

The loose-leaf teacher's guide contains a wealth of material for teaching the course. Part 1 includes unit-by-unit and chapter-by-chapter lesson plans delineating goals and objectives--both content and skills--as well as activity suggestions. For each section, first- and second-level activities are suggested. Both long- and short-term project suggestions are also included. Part 2 contains 82 reproducible pages of full-text primary and secondary source readings from sources such as the Code of Hammurabi, a Chinese poem, Omar Khayyam, Oliver Twist, and so on. Part 3 contains reproducible chapter-by-chapter worksheets focusing on social studies and critical thinking skills. Part 4 contains tests for each chapter; the tests employ a variety of evaluative techniques. Part 5 contains 27 reproducible outline maps complete with chapter-by-chapter activity suggestions. Part 6 contains answer keys for the discussion questions from the readings section and the tests. Part 7 contains chapter-by-chapter teacher and student bibliographies. Part 8 outlines and discusses steps for writing a term paper.

The teacher's annotated edition introduces the text and contains answers for all questions found in the text. Throughout the text additional teacher aids are printed in blue. A computerized testbank is also available, both printed and as part of a computer software program.

Evaluative Comments and Suggestions

World History: A Story of Progress is an attractive textbook intended for a survey course in the subject. It is carefully organized and integrates social studies and critical thinking skills with the content. The wealth of teacher materials is a major strength; the variety of lesson plans, primary and secondary readings, discussion questions, tests, maps, and multi-level activity suggestions should be of great help to teachers.

The authors are professors of history at Trinity University in San Antonio, Texas. In preparing the text, they also consulted with 12 content specialists from history departments across the United States, a women's studies specialist, a phonetic consultant, and four teacher reviewers.

Data sheet by Carol Krismann.

59. AMERICAN ADVENTURES

Authors: Ira Peck, Steven Jantzen, and Daniel Rosen

Publisher: Scholastic, Inc.

Publication Date: 1987 (rev. ed.)

Grade Level: 7-12

Materials and Cost: Text, hardbound, 759 pp., $19.80 (also available in 2 volumes, softbound, 343-432 pp., $10.20 each); teacher's annotated edition, hardbound, 883 pp., $28.50; teacher's manual, softbound, 124 pp., $12.30; activity, skill, and test masters, softbound, 156 pp., $18.30

Subject Area: U.S. history

Originally Reviewed: *Data Book*, vol. 6 (1981) and vol. 9 (1984)

Overview

American Adventures is a basal U.S. history text for junior high students of average or mixed abilities or for high school students who are below-average readers. The materials emphasize short, easy-to-read chapters of high interest to the intended audience. Each chapter focuses on an important personality, event, or idea in U.S. history from the arrival of the first American Indians through the Reagan years to 1985. Teaching procedures for the chapters involve reading, review, open-ended discussion, and a wide variety of activities. The teacher's guide provides numerous aids, including lists of objectives for each chapter, ideas for approaching major themes or concepts presented in the chapter, discussion questions, skill-building exercises, and additional background information. The activity sheets reinforce the content presented and provide opportunities for practicing social studies skills.

Major Revisions

The major differences in this new edition are the addition of several new chapters. Among the additions are sections addressing Native American societies, Spanish exploration in the southwest, the Trail of Tears, development of a national transportation system, the Spanish in California, the role of government during industrialization, the home front in World War I, isolationism prior to World War II, the struggle for peace, and the Reagan administration. End-of-unit activities now include thinking and writing assignments and vocabulary development. In addition, activity sheets on duplicating masters have been replaced by activity, skill, and test masters suitable for photocopying. Finally, the previous addition was available as both the complete larger text and four softcover editions; now the softcover option is only divided into two books.

Evaluative Comments and Suggestions

American Adventures is an excellent basal program in U.S. history for the intended audience. It is easy to read and interesting, and the activities are varied and encourage participation. Although the content coverage is generally not as extensive as in texts written for advanced students, social history is very well covered. While the coverage of the 1970s is excellent, one might have wished for a more thorough look at some of the emerging issues of the 1980s and 1990s in this new edition.

Original data sheet by Judith E. Hedstrom; update by G. Dale Greenawald.

60. AMERICA'S HERITAGE

Author:	Margaret Stimmann Branson
Publisher:	Ginn and Company
Publication Date:	1986 (rev. ed.)
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 658 pp., 422.35; teacher's resource book, loose-leaf, 329 pp., $67.20; workbook, $3.57; annotated teacher's edition of workbook, $3.96
Subject Area:	U.S. history
Originally Reviewed:	*Data Book,* vol. 8 (1983)

Overview

America's Heritage is a basic U.S. history text for eighth-grade students. The chronological presentation emphasizes ideas, issues, and confrontations that have shaped the United States. Contributions of men and women from many ethnic groups are treated in the narrative, which is written in a question-and-answer format to help students focus on significant points of history. The teacher's resource book suggests a variety of learning activities to motivate students with varying abilities and to allow teachers to select procedures that complement their teaching styles. The teacher's resource book also contains activity handout sheets, objectives, maps, and a bibliography of supplementary resources for each chapter, as well as answers to all exercises in the student text; chapter, unit, and midterm tests; and a final test.

Major Revisions

Within the student text, two revisions are noticeable. First, chapter summaries have been added. In addition, the final chapters of the book have been updated to reflect recent events. Other revisions have been made in support materials. A skills scope and sequence has been added to the new teacher's resource book, which also has tests for each chapter, an almost fourfold increase in student worksheets, a midterm exam, and answers for all tests.

Evaluative Comments and Suggestions

America's Heritage is a comprehensive, traditional U.S. history text that can be used with a wide range of students. The balanced treatment of ethnic groups and the variety of learning activities make it an appropriate text for students from different ethnic backgrounds and students with varying abilities. The unique question-and-answer format may help some students comprehend the narrative, but may discourage other students from thinking for themselves. To use the text successfully, teachers must spend time planning lessons that suit the needs and abilities of their students.

Original data sheet by Sheryl B. Robinson; update by G. Dale Greenawald.

61. EXPLORING WORLD CULTURES

Authors: Esko E. Newhill and Umberto La Paglia

Publisher: Ginn and Company

Publication Date: 1986 (rev. ed.)

Grade Level: 9-12

Materials and Cost: Text, hardbound, 633 pp., $19.89; teacher's resource book, loose-leaf, 419 pp., $60.00

Subject Area: Area studies, world cultures

Originally Reviewed: *Data Book,* vol. 7 (1982)

Overview

The 1986 edition of *Exploring World Cultures* is the fourth version of a text focusing on non-European culture areas of the world. The text covers the geography, history, social structure, economy, political system, and cultural contributions of eight world regions--the Middle East, Africa south of the Sahara, India, China, Japan, Southeast Asia, the Soviet Union, and Latin America. The major differences between the 1981 and 1986 editions are more colorful illustrations, greater use of graphs and charts, and the development of a teacher's resource book.

Major Revisions

Although there is little change from the previous edition in the written section of the student text, other aspects of the text reflect significant modification. More colorful illustrations and maps have been added throughout. Unit timelines, graphs, and charts have also been added. Chapter reviews have been added while unit reviews have been deleted.

Support materials exhibit even more extensive revision. A few introductory pages in the previous teacher's edition have been replaced by a teacher's resource book, which contains a rationale and general objectives for the program, as well as an overview of the program's organization. A skills scope and sequence is also included. Each unit is introduced by suggestions for additional reading, a filmstrip bibliography, and a description of relevant software. Each chapter has a brief overview, goals, skills, detailed lesson plans, and answers to questions in the student text. The resource book also contains student worksheets for each chapter and tests.

Evaluative Comments and Suggestions

Although the student text is very similar to the previous edition, the teacher's resource book provides a large number of activities and is especially strong in the area of skill development. Objectives are clear. Instructional strategies are primarily reading and discussion, although the questions and use of original sources can be thought-provoking.

Close attention, however, has not always been paid to the revision. For example, in the unit on Africa south of the Sahara, the chapter on the economy contains a section on the impact of the Aswan Dam. One unit review questions still asks: "What are the expected results of the completion of the Aswan Dam?" In addition, while the activities may be helpful, they employ a limited range of strategies; teacher-developed lessons may be required to hold the interest of all students.

Original data sheet by Frances Haley; update by G. Dale Greenawald.

62. HISTORY AND LIFE: THE WORLD AND ITS PEOPLE

Authors: T. Walter Wallbank, Arnold Schrier, Donna Maier, and Patricia Gutierrez-Smith

Publisher: Scott, Foresman and Company

Publication Date: 1987

Grade Level: 9-12

Materials and Cost: Text, hardbound, 798 pp., $25.40; teacher's annotated edition, hardbound, 878 pp., $23.40; activity book, softbound, 144 pp., $5.35; teacher's edition of activity book, softbound, 144 pp., $6.17; teacher's resource book, loose-leaf, $88.00; test generator package (Apple II+) with teacher's guide, $99.95

Subject Area: World history

Originally Reviewed: *Data Book,* vol. 8 (1983)

Overview

History and Life: The World and Its People is an attractive, colorful text for secondary world history students. Although the text considers traditional political and military historical data, it includes economic, social, and intellectual history as well. In addition, each chapter contains geographical information and skill-development activities. The text is primarily organized chronologically, considering different geographic and cultural areas during each time span.

Major Revisions

Revisions to incorporate recent research and international developments since the last edition are prevalent throughout the text, as are editorial changes to improve readability. Some illustrations have been changed, and timelines have been added to the introduction of each unit. An increased emphasis on geography is reflected in a "places you should know" section in the teacher's edition and improved maps throughout the text. Each section has had a critical thinking question added, although these do not appear to be structured in any hierarchial pattern.

Perhaps the most visible changes in this edition are in support materials. A test generator is designed to allows teachers to develop individualized tests. Another new teacher resource is a geography skills book containing 17 outline maps and drill sheets and 36 map-based lessons. Another useful resource is a collection of original sources. This resource contains 36 primary readings, one for each chapter of the student text. The final new resource is a collection of five one-day plays recreating the trials of Socrates, Joan of Arc, Atahaulpa, Gandhi, and Eichmann.

Evaluative Comments and Suggestions

History and Life: The World and Its People is a well-written, colorful, and balanced secondary world history text, whose coverage of non-Western cultures is exemplary. It attends to women's roles in world history and supplements political and military history with social, economic, and intellectual approaches. In addition, it attempts to develop both elementary and sophisticated social science skills. Student activities are creative, and directions for teachers are clear.

Original data sheet and update by G. Dale Greenawald.

63. HISTORY OF THE UNITED STATES, A

Authors:	Daniel J. Boorstin and Brooks Mather Kelley
Publisher:	Ginn and Company
Publication Date:	1986
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 880 pp., $20.82; teacher's resource book, 669 pp., $84.00
Subject Area:	U.S. history
Originally Reviewed:	*Data Book*, vol. 6 (1981)

Overview

A History of the United States provides comprehensive, up-to-date coverage of events in U.S. history for students at the secondary level. Providing ample material for a yearlong course, the text focuses most heavily on a chronological presentation of political and military history, but also examines economic, social, and cultural developments. The preliminary edition of the teacher's guide available for this review provides detailed lesson plans for using the text. These lesson plans, along with the chapter review material provided with each of the student text's 36 chapters, provide a wide range of activities in which students can become involved.

Major Revisions

The new edition is essentially the same as the first, with the exception of an additional chapter to cover recent U.S. history and a new section devoted to developing map skills. The most substantial changes, however, occur in the support materials. Questions designed to stimulate critical thinking skills have been included in a supplementary section of the teacher's resource book. The lesson plans in the new teacher's resource book are more complete and offer suggestions for developing vocabulary, expanded instructional strategies, identification of content mastery and skill objectives, chapter overviews, and background reading recommendations. Another major change has been the development of more than twice as many student worksheets compared to the previous edition. Not only are more worksheets available, but they are more innovative and motivating to students. Overall, the changes make the program easier to teach by providing more numerous and more appealing activities, articulating skill objectives more clearly, and presenting more detailed background for instructors.

Evaluative Comments and Suggestions

A History of the United States provides comprehensive, up-to-date coverage of U.S. history suitable for any teacher using the traditional approach of focusing most heavily on political and military history. Both the teacher's guide and the student text provide many suggestions that will help the teacher convey the subject matter in a way that should interest and motivate students.

Original data sheet by Laurel R. Singleton; update by G. Dale Greenawald.

64. PAGEANT OF WORLD HISTORY, THE

Author:	Gerald Leinwand
Publisher:	Allyn and Bacon
Publication Date:	1986 (rev. ed.)
Grade Level:	9-12
Materials and Cost:	Text, hardbound, 752 pp., $22.98; teacher's guide and resource book, 128 pp., $61.53; workbook, 161 pp., $5.88
Subject Area:	World history
Originally Reviewed:	*Data Book*, vol. 8 (1983)

Overview

This latest revision of Allyn and Bacon's world history text is suitable for a one-year course in grades 9-12. This edition includes some changes that make the book easier for students to use, including division of each text chapter into three- to four-page sections; it retains such features as "You Are the Historian," which aims to develop students' skills in using primary sources. The text covers Western and non-Western cultures in chronological order. The accompanying teacher's guide provides guidance for presenting each text section. The teacher's guide and resource book also includes activity sheets, skill development activities, and maps.

Major Revisions

Although the student text of this edition and its predecessor are virtually identical except for the usual update of the final chapters, there have been changes in the support materials. The new teacher's guide and resource book contains tests for each chapter, skill development activities, student worksheets, and maps that were not included in the previous edition. Each chapter now has a correlated worksheet and skill development activity.

Evaluative Comments and Suggestions

The Pageant of World History is a fairly typical world history text, perhaps most notable for its controlled reading level, which makes it usable with high school students having varying ability. Although the teacher's guide, workbook, and student text all include activity suggestions, true lesson plans are not provided. Thus, teachers who wish to present the material through other than reading and perfunctory discussion will need to spend time planning how to use the suggested activities in an integrated and organized manner. Such consideration is essential, given the bulk of material to be covered.

Original data sheet by Laurel R. Singleton; update by G. Dale Greenawald.

65. STREET LAW: A COURSE IN PRACTICAL LAW

Authors:	Lee Arbetman, Edward McMahon, and Edward O'Brien
Publisher:	West Publishing Company, Inc.
Publication Date:	1986 (2nd ed.)
Grade Level:	7-12
Materials and Cost:	Text, hardbound, 444 pp., $18.36; softbound, $12.76; teachers manual, 301 pp., free with text
Subject Area:	Law-related education
Originally Reviewed:	*Data Book*, vol. 6 (1981)

Overview

Street Law: A Course in Practical Law is a publication of the National Institute for Citizen Education in the Law, formerly National Street Law Institute. The text is divided into six major sections: "Introduction to Law and the Legal System," "Criminal and Juvenile Justice," "Consumer Law," "Family Law," "Housing Law," and "Individual Rights and Liberties." The text's aim to provide practical information about the law, leading to greater knowledge and improved ability to deal with legal situations. Previous analysis based on the Fry graph rated the readability at the 10th-grade level. The text is divided into relatively short readings followed by problems that required students to apply information from the readings. Problem-solving activities, case studies, role plays, and use of community resources are among the recommended instructional strategies. The text can be used in yearlong, semester, or quarter-length classes. The teacher's edition provides answers to the activities, as well as supplementary materials helpful in organizing a law class. Due to its national distribution, text presents a generic approach to law; consequently, instructors must make adjustments for state and local variations.

Major Revisions

The new edition of *Street Law* is more colorful than its predecessors. Blue highlighting has been added, and cases have been emphasized by using a more ornate border. Charts and statistics have been updated to reflect new (1984) information, and many new illustrations have been added. The vocabulary has been revised. Significant new information has been included (e.g., the case of *TLO vs. New Jersey* and the *Comprehensive Crime Control Act of 1984*), as have new activities. The length of the text has been increased by 100 pages.

Evaluative Comments and Suggestions

The text provides extremely high interest materials. The reading selections are short and are followed by stimulating activities that excite and motivate the learner. The vocabulary of the law is presented in a very understandable, learner-centered way. The flexible text can be used to infuse issues of the law into established social studies classes, as basal material for independent law classes, or as an organizer for police, lawyers, and judges in the classroom. The text has the additional benefit of having been tested over the past ten years in model law-related education classes.

On the negative side, the text still lacks color, which could provoke increased student interest. Some of the activities are too complex and contradictory for an introductory course in the law for average high school learners. These criticisms, however, do not detract significantly from the book's overall value.

Original data sheet by Kenneth A. Switzer; update by Lou Price.

66. UNITED STATES, THE: A HISTORY OF THE REPUBLIC

Authors: James West Davidson and Mark H. Lytle

Publisher: Prentice-Hall, Inc.

Publication Date: 1986 (rev. ed.)

Grade Level: 9-12

Materials and Cost: Text, hardbound, 832 pp., $20.82; annotated teacher's edition, hardbound, 954 pp., $27.75; teacher's resource handbook, loose-leaf, 477 pp., $84.00; test bank, 1900 items, $198.00; computerized testing service, free; skill transparencies, $69.00

Subject Area: U.S. history

Originally Reviewed: *Data Book,* volume 9 (1984)

Overview

The United States: A History of the Republic is a one-year basal U.S. history textbook for use in grades 9-12. The text contains a chronological narrative that the authors believe will acquaint students with our nation's past experiences and prepare them to face the future. Students are expected to read and discuss the text and participate in many classroom activities. Interspersed throughout the text are numerous illustrations, vignettes, profiles, and primary source documents, including speeches, diary excerpts, and letters. The teacher's resource handbook contains objectives, vocabulary, specific activity suggestions keyed to ability level, and worksheets for each chapter section, as well as a complete testing program. The teacher's edition consists of a complete student text and an answer key to all questions in the text. Custom-made tests can be ordered from the publisher's computerized testing service.

Major Revisions

Although the text and teacher's edition of this new copyright of *The United States: History of the Republic* appear to be virtually the same as the 1984 edition, two new sections have been added to the teacher's resource handbook: (1) a set of 20 maps and a gazetteer, and (2) a brief section focusing on citizenship. The "Citizenship Study Guide" provides seven new worksheets dealing with rights and responsibilities, laws and government, organization and function of government, selection of leaders, state and local government, citizen involvement, and government and economy. Another new feature of the program is the addition of full-color map, graph, and chronology transparencies intended to develop critical thinking skills and reinforce and extend text content. Overall, however, the few changes in the 1986 edition are primarily cosmetic in nature.

Evaluative Comments and Suggestions

The United States: A History of the Republic is a traditional U.S. history text in terms of both content and suggested teaching strategies. Skill development lessons in the text and detailed teaching procedures--many involving development of data-gathering, analysis, and evaluation skills--should be particularly attractive to teachers. Moreover, the presentation of history is up-to-date, and the ancillary components are attractive.

Original data sheet by Regina McCormick; update by Leslie Hendrikson.

67. WORLD GEOGRAPHY

Author:	Herbert H. Gross
Publisher:	Allyn and Bacon
Publication Date:	1986 (rev. ed.)
Grade Level:	7-12
Materials and Cost:	Text, hardbound, 544 pp., $22.47; teacher's annotated edition, hardbound, 608 pp., $29.55; workbook, softbound, 156 pp., $6.21; unit tests, 34 pp., $12.75
Subject Area:	World geography
Originally Reviewed:	*Data Book*, vol. 6 (1981) and vol. 9 (1984)

Overview

World Geography is a one-year textbook for use in grades 7-12. The author believes that geographic education has a dual value. It can help students strengthen their base of factual information and develop the skills necessary to build on that base. Gross therefore wrote the text to introduce students to the physical and human world around them and to help students develop the map and globe, reading, and thinking skills necessary to examine that world. The textbook has two major parts. Part 1 introduces physical geography and discusses how people use the physical environment. In Part 2, students study the geography of various world regions: Europe and the Soviet Union; Asia; Australia and Oceania; North Africa and the Middle East; Sub-Saharan Africa; Latin America; and the United States and Canada. The teacher's annotated edition contains objective answers to student work sections and specific directions for each lesson. Major teaching strategies are reading, discussion, and class activities (debates, art projects, and so on). A new student workbook and test book have been developed to accompany the text.

Major Revisions

The text and teacher's annotated volumes are virtually identical to the previous edition, with the exception of updating and a more attractive cover. For example, per capita income figures were updated in the new edition. However, the rudimentary instructional strategies offered in the teacher's edition have been supplemented by the development of a student workbook. It is organized by unit and contains a variety of activities addressing the focus of each unit. In addition, a test booklet contains tests or unit reviews for each of the units in the text.

Evaluative Comments and Suggestions

This text's easy-to-read, well-illustrated presentation should enhance students' enjoyment of learning both physical and cultural geography.

Original data sheet by Regina McCormick; update by G. Dale Greenawald.

68. WORLD HISTORY: PATTERNS OF CIVILIZATION

Author: Burton F. Beers

Publisher: Prentice-Hall, Inc.

Publication Date: 1986 (rev. ed.)

Grade Level: 9-12

Materials and Cost: Text, hardbound, 800 pp., $20.82; teacher's annotated edition, hardbound, 928 pp., $27.75; teacher's resource book, loose-leaf, 416 pp., $84.00; test bank, 1900 items, $198.00; computerized testing service, free

Subject Area: World history

Originally Reviewed: *Data Book*, volume 9 (1984)

Overview

World History: Patterns of Civilization presents material for a yearlong world history course at the secondary level. Ten major units, arranged into 40 chapters, provide a chronological framework for tracing the development of civilizations in different parts of the world. The text is clearly written and incorporates such teaching aids as advance organizers, review questions, and skill activities. In addition, colorful artwork and such special features as primary source materials and biographies enliven the text. Specific lesson plans for each chapter, worksheet, and test are provided in the new teacher's resource book, which replaces the separate workbooks, teacher's editions of the workbooks, chapter test booklets, and duplicator masters (although they are still available separately). The teacher's edition consists of a complete student text and an answer key to all questions in the text. Custom-made tests can be ordered from the publisher's computerized testing service.

Major Revisions

While the text itself has remained virtually the same as its previous edition, ancillary materials have been reassembled and extended in a new teacher's resource book. The teacher's resource book--which doubles as a guide and a reproducible workbook--includes complete lesson plans, teaching suggestions keyed to ability levels, skill worksheets, blank outline maps, and chapter and unit tests. Another new feature of the program is the test bank and "Dial-A-Test" customized testing service, which enable teachers to design their own tests by selecting questions from the Test Bank and entering their number in any order desired on an order form. Then, as publishers receive teacher orders via "Dial-A-Test" operators, they provide the teachers with a personalized test and answer key within 48 hours.

Evaluative Comments and Suggestions

While the new teacher's resource book offers teachers a convenient way to incorporate the increasing number of ancillary materials available, it does not necessarily provide critical thinking/active learning-type experiences important to student retention of knowledge. While it is true that *World History: Patterns of Civilization* offers a standard, chronological presentation of accurate information in a well-organized way, it is this reviewer's opinion that teaching components could reflect a more active problem-solving approach rather than the current fill-in-the-blank, content-laden recall questions. In general, however, this text is comparable to others on the market and, coupled with a little creative teaching, offers a sound high school world history program.

Original data sheet by Sydney J. Meredith; update by Leslie Hendrikson.

SUPPLEMENTARY SECONDARY CURRICULUM MATERIALS

Entry No.	Title	Page No.
Print		
69.	All About Republicans/All About Democrats	89
70.	Career Library I and II	89
71.	China Connections	89
72.	Constitution, The	90
73.	Contemporary Japan: A Teaching Workbook	90
74.	Forging the Nation: A Brief History of the United States to 1865 [and] A Brief History of the United States from 1865	91
75.	Framework for Freedom, A: How American Government Works	91
76.	From Russia to USSR: A Narrative and Documentary History	92
77.	How Federal Laws Are Made: Know Your Government Series	92
78.	Hunger and Militarism: A Guide to Study, Reflection, and Action	92
79.	Issues in American History Series	93
80.	Our American Government: A Primer on the Operation of the Three Branches of Government--150 Questions and Answers	93
81.	Public Policy Skills Manual	94
82.	Riel Rebellion: A Biographical Approach	94
83.	Teaching About the Consumer in the Global Marketplace	95
84.	Understanding Nuclear Weapons and Arms Control	95
85.	United States History: Volume I, 1620-1900 [and] Volume II, The Twentieth Century	95
86.	Up Against the Law: Your Legal Rights as a Minor	96
87.	Your World 2000	96
Print--Annual and New Series Additions		
88.	Annual Editions Series	97
89.	Culturgrams	97
90.	Global Studies Series	98
91.	Great Decisions '86 Activity Book: Activities and Supplemental Learning Materials for Teachers and Discussion Leaders	98
92.	Headline Series	98
93.	Ideas in Conflict Series	99
94.	Isms, The: Modern Doctrines and Movements	99
95.	Official Materials for the California State Mock Trial Competitions	100

Entry No.	Title	Page No.
Print--Annual and New Series Editions continued		
96.	Scholastic World Cultures Text Series	100
97.	Selected Bibliography of Social Science Readings on Women of Color (1986 ed.)	100
98.	TIME Education Program: World Geography and World Affairs Teaching Aids	101
Nonprint		
99.	American Studies: Where Historians Disagree	103
100.	America: Our Nation's History: The United States--Paths to the Future	103
101.	Central America	103
102.	Challenges to a Healthy Environment	104
103.	Close Up Special Focus: U.S./Soviet Relations	104
104.	Current Legal Issues II	104
105.	Futureprobe Trilogy	105
106.	History and Culture of Korea, The	105
107.	History of Hispanics in America	106
108.	Immigration: Growth of a Nation	106
109.	Improving Indonesia's Cities: A Case Study of Economic Development	106
110.	In Our Time	107
111.	Jobs for the '90's	107
112.	Latin American Studies: The Caribbean Basin	108
113.	Let Them Eat Missiles	108
114.	Modern U.S. History: From Cold War to Hostage Crisis	108
115.	Nova Series	109
116.	Preparing for the Jobs of the 1990's: What You Should Know	109
117.	South Africa: The Dilemma of Apartheid	109
118.	Soviet Union, The: Communist Superpower	110
119.	Supreme Court Decisions that Changed the Nation	110
120.	Tax Whys: Understanding Taxes	111
121.	Too Much, Too Little	111
122.	Women in Latin America	112
123.	WRI Chicken Series	112

Note: The materials reviewed in entries 71, 83, 85, 100, and 123 can also be used at the upper elementary level.

Supplementary reviews by Leslie Hendrikson.

69. ALL ABOUT REPUBLICANS/ALL ABOUT DEMOCRATS

Authors: Edmund Lindop and Joy Crane Thornton

Publisher: Enslow Publishers, Inc.

Publication Date: 1985

Grade Level: 9-12+

Materials and Cost: 2 books, hardbound, 218-220 pp., $15.95 each

Subject Area: Law-related education, political science, U.S. history

Intended as supplementary reading for students, these volumes provide easy-to-read, high-interest materials on America's two major political parties. *All About Democrats* contains trivia, anecdotes, and historical information about the Democratic Party in a question-and-answer format. Among the major topics are the birth of the party, campaigns from 1796 to 1984, leaders in Congress, and slogans. Similarly, *All About Republicans* covers topics such as the birth of the Republican party, campaigns from 1860 to 1984, landslide victories, cliff-hangers, slogans, and congressional leaders. Each volume contains more than 750 questions and answers. No teacher's guides or ancillary materials accompany the volumes.

70. CAREER LIBRARY I AND II

Publisher: Rosen Publishing Group

Publication Date: 1985-86

Grade Level: 7-12

Materials and Cost: Career Library I (12 volumes) and II (13 volumes), hardbound, 125-150 pp., $9.97 each volume; entire sets--12 volumes, $119.64; 13 volumes, $129.61

Subject Area: Career education

Recently updated and expanded, this series is designed to help students in career education courses survey many different job areas. Although format and reading level vary from volume to volume, updated information of a general nature is provided for a variety of career choices. For the most part, each volume considers the nature of a profession, educational requirements, financial considerations, available schools and training institutions, future considerations, and career alternatives. Although *Career Library I* and *Career Library II* are the most recent revisions, other more specialized sets are available, including a 16-volume *Medical and Health Service Career Library*, an 11-volume *Business and Professional Library*, a 14-volume *Trades Library*, a 10-volume *Art and Communications Library*, and a 16-volume *Computer Career Library*.

71. CHINA CONNECTIONS

Authors: Marie B. Kalat and Elizabeth F. Hoermann

Publisher: Community Learning Connections, Inc.

Publication Date: 1985

Grade Level: 6-9

Materials and Cost: 30 books, 30 sets of student materials (8 contracts, 13 tests, 12 maps each), and teacher planning guide, $382.50 (additional sets of 10 available)

Subject Area: Area studies, geography

This self-contained geography-based curriculum for students in grades 6-9 provides an 8- to 10-week program designed to enhance student knowledge of China's geography, governing units, population and land use, landforms, waterways, and climate. All student materials are designed to enable students to complete a "Travel Agent Project," a simulation in which students take on the role of travel agents. The *Reference Book*, the major source for the project, provides students with an in-depth look at how geographic elements influence where the Chinese live and how many live there. Comparisons are made throughout the text between the geography of China, the United States, and the world. Student materials include a total of eight contracts between the teacher and student, in which students proceed through five sets of tasks: vocabulary, skills, ideas, features (a series of reproducible articles providing insight into Chinese culture), and a "Creative Brochure Project." The teacher planning guide provides an explanation of each curriculum component along with a rationale and methodology, description of materials, procedural framework, skill matrix, course generalizations, conceptual framework, lesson plans, and teacher resources. The project culminates in an oral presentation to promote a geographic region of China.

72. CONSTITUTION, THE

Authors: David P. Currie and Joyce L. Stevos

Publisher: Scott, Foresman and Company

Publication Date: 1985

Grade Level: 7-12

Materials and Cost: Book, softbound, 128 pp., $4.79; teacher's handbook, softbound, 72 pp., $2.49

Subject Area: Law-related education, U.S. government, U.S. history

This book provides background information and Constitutional annotations that are at suitable reading levels for most secondary students. The first chapter provides a historical basis for study of the Constitution. Chapter 2 is divided into seven lessons focusing on the text of the Constitution. Each lesson opens with a discussion of major issues found in the body of the Constitution. A study of the 26 amendments follows in Chapter 3. A lesson and quiz conclude each chapter. The accompanying teacher's handbook offers supplemental instructions for extended study of the Constitution. These additional seven lessons are adapted from the "Project 87" lessons developed by the American Historical Association and the American Political Science Association to celebrate the bicentennial of the signing of the Constitution. Also included are activities, an end-of-book test, and daily lesson plans.

73. CONTEMPORARY JAPAN: A TEACHING WORKBOOK

Editors: Roberta Martin and Amy V. Heinrich

Publisher: East Asian Curriculum Project/East Asian Institute

Publication Date: 1985

Grade Level: 7-12

Materials and Cost: Book, loose-leaf, 620 pp., $45.00

Subject Area: Asian studies

Intended to supplement secondary school textbooks, this extensive collection of teaching resources provides student and teacher materials for a variety of units on Japan. Topics covered are Japan's geography, language, religion, traditional history, modern history, society, government and politics, economy and trade, foreign policy and defense, literature, drama, and culture. Japanese Americans are also examined. Materials range from lesson plans and background information to reproducible student handouts (topical readings, outline maps, graphs, exercises, role-playing

scenarios, debate topics, and discussion questions). Lists of additional resources and resource centers are provided.

74. FORGING THE NATION: A BRIEF HISTORY OF THE UNITED STATES TO 1865 and A BRIEF HISTORY OF THE UNITED STATES FROM 1865

Publisher: Perfection Form Company

Publication Date: 1985

Grade Level: 7-12

Materials and Cost: 2 workbooks, paperbound, 120 pp. each, $2.95 each; 2 teacher's guides, paperbound, 27-28 pp., free with purchase of workbook; complete set, $5.60

Subject Area: U.S. history

These workbooks chronicle the history of the United States from the early European settlements to recent technological developments in computers and medicine. Illustrated with drawings, maps, and photographs, the series is divided into two workbooks. The first covers American history up to and including the Civil War. The second covers events from Reconstruction to the present. Both books contain 12 units; each focuses on a distinct historical period, beginning with a brief glossary and ending with matching, true/false, and short-answer exercises that reinforce the lessons. Although the materials are intended for students in grade 7 and up, the publisher estimates the reading level to be approximately grades 6-7. Accompanying teacher's guides contain answers to the questions presented in the workbooks and lists of supplemental readings and activities related to each unit.

75. FRAMEWORK FOR FREEDOM, A: HOW AMERICAN GOVERNMENT WORKS

Publisher: Perfection Form Company

Publication Date: 1985

Grade Level: 7-12

Materials and Cost: Workbook, softbound, 110 pp., $2.95; teacher's guide, paperbound, 13 pp., free with purchase of workbook

Subject Area: Civics, law-related education, U.S. government, U.S. history

Intended to introduce students to the history and mechanics of the American system of government, this two-color illustrated workbook offers 13 sections containing definitions of new and important terms, short readings, and reinforcement exercises (true/false, short answer, and matching). Focusing on the three branches of government, as well as on the federal, state, and local levels of government, the book presents units describing the birth of American government, the Constitution, the powers of Congress, how a bill becomes law, the president's helpers, the mechanics of state and local government, voting, and the cost of government. Answers to the questions presented in the workbook and a summary of the content of the workbook are presented in the accompanying teacher's guide.

76. FROM RUSSIA TO USSR: A NARRATIVE AND DOCUMENTARY HISTORY

Authors: Janet G. Vaillant and John Richards, II

Publisher: Independent School Press

Publication Date: 1985

Grade Level: 9-12 +

Materials and Cost: Text, softbound, 383 pp., $11.95

Subject Area: Area studies, Soviet studies, world history

Intended to bring the world of Russia and the Soviet Union to high school and college students, a carefully chosen selection of readings (primary sources, eyewitness accounts, and literary works) accompanies sections providing the essentials of Russian and Soviet history and geography and a description of how the Soviet system works today. The text's six chapters focus on (1) geography of the Soviet Union (4 readings); (2) elements of old Russian culture (10 readings); (3) Imperial Russia (20 readings); (4) Russia in the Revolution (27 readings); (5) the Soviet Period; (13 readings); and (6) the Soviet Union today (14 readings). A glossary, index, and timelines depicting the Romanov Dynasty and a chronology of Russian and Soviet history (with significant Western dates as reference) conclude the publication.

77. HOW FEDERAL LAWS ARE MADE. KNOW YOUR GOVERNMENT SERIES

Publisher: WANT Publishing Company

Publication Date: 1985 (second ed.)

Grade Level: 9-12 +

Materials and Cost: Text, softbound, 135 pp., 1-4 copies, $10.95 each; 5 or more copies, $9.85 each

Subject Area: Civics, law-related education, U.S. government

Designed to demystify the complex federal lawmaking process, this guide urges students to become informed participants in governmental decisions. Providing numerous charts and sample documents, the guide depicts the steps in the federal legislative process, from the origin of an idea to its publication as a statute and the issuance of agency rules and regulations. The various published reports of U.S. laws and regulations--the slip law, "U.S. Statutes at Large," the "U.S. Code," and "The Federal Register"--are described and illustrated. A basic flowchart for the adoption of a federal budget is also provided. Although the guide contains no teaching activities, many of the visual aids, flowcharts, "how to" sections, sample documents, glossaries, timetables, and other items offering visual support make excellent supplementary students materials. Other titles in this series include *Freedom of Information Guide* (1984), *Guide to the Federal Courts* (1985), *Introduction to Legal Research* (1985), *Want's Federal-State Court Directory* (1986), and *Our American Government: A Primer on the Operation of the Three Branches of Government* (see entry 80).

78. HUNGER AND MILITARISM: A GUIDE TO STUDY, REFLECTION, AND ACTION

Publisher: American Friends Service Committee

Publication Date: 1986

Grade Level: 9-12 +

Materials and Cost: Book, softbound, 72 pp., $5.95

Subject Area: Contemporary issues, global education

This addition to the World Hunger/Global Development Program of the American Friends Service Committee provides vivid case studies, carefully researched articles, lively photos, timely charts, and graphic illustrations for one to six sessions of study. Through actual case studies of countries in the developing world, students are presented with a view of what militarism is and how it is linked to world hunger. The final lesson outlines a range of ways in which students can actively work to change the current cycle of military spending and hunger, both overseas and at home. Each session is preceded by advice on how teachers can best prepare themselves for discussions. All sessions end with a provocative list of questions geared to strengthen class involvement.

79. ISSUES IN AMERICAN HISTORY SERIES

Publisher: Franklin Watts

Publication Date: 1985

Grade Level: 7-12

Materials and Cost: 4 texts, hardbound, 118-120 pp., $10.90 each

Subject Area: Social history, U.S. history

Four new titles comprising this series include *The Growth of Cities*, *Racial Prejudice*, *The Right to Vote*, and *The Worker in America*. The first title deals with the complex influences and events that changed America from a predominantly rural nation to a predominantly urban one. *Racial Prejudice* examines the lingering effects of prejudice and recounts the struggle for equality fought by blacks, American Indians, Hispanics, and Asians in America. *The Right to Vote* examines the history of voting in America's political system, and *The Worker in America* traces the trials and achievements of the American worker from the colonial period's indentured servants to the 1980s glut of baby boomers. The texts, which are designed primarily for student supplementary reading, are not accompanied by teacher's guides or ancillary materials.

80. OUR AMERICAN GOVERNMENT: A PRIMER ON THE OPERATION OF THE THREE BRANCHES OF GOVERNMENT: 150 QUESTIONS AND ANSWERS. KNOW YOUR GOVERNMENT SERIES

Publisher: WANT Publishing Company

Publication Date: 1985

Grade Level: 7-12+

Materials and Cost: Text, paperbound, 509 pp., 1-4 copies, $4.25 each; 5 or more copies, $3.85 each

Subject Area: Civics, law-related education, U.S. government

Based on inquiries Congresspeople receive from their constituents, this booklet contains 150 questions and answers dealing with all three branches of government. The material is presented in an easy-to-follow format and covers the following topics: (1) democracy and its American interpretation; (2) the Constitution; (3) the legislative branch; (4) Congress (congressional rules and processes and the committee system); (5) the executive branch; (6) the courts and judges of the judicial branch; (7) the electoral process; and (8) the legislative process. The booklet concludes with an index allowing students to quickly locate the section dealing with a particular question. Other booklets in this series include *The Declaration of Independence and the Constitution of the United States of America* (1985), *Abraham Lincoln: From His Own Words and Contemporary Accounts* (1985), *Washington's Farewell Address to the People of the United States* (1985), and *How Federal Laws are Made* (see entry 77).

81. PUBLIC POLICY STUDY SKILLS MANUAL

Authors: William D. Coplin and Michael K. O'Leary

Publisher: Policy Studies Association

Publication Date: 1985

Grade Level: 10-16

Materials and Cost: Book, softbound, 259 pp., $14.00

Subject Area: Citizenship education, contemporary issues, U.S. government

This manual can be used to teach a unit on public policy issues to advanced high school students or college undergraduates. The book provides the "conceptual, information-gathering, and analytic skills that are required to make intelligent judgments about existing and proposed public policies."

Each section of the book explains the skill covered, demonstrates how the skill is used, and provides exercises to give students practice in applying the skill. The manual's first section looks at the components of public policy issues, goal conflicts and public policy, and different types of public policy analysis. The second section helps students develop the information-gathering skills (library research, surveying, interviewing) needed to gather data required to analyze public policy. The third section presents skills for organizing and presenting quantitative information on public policy issues--i.e., statistical analysis skills. In the fourth section, students learn how to define a social problem, identify alternative policies, and evaluate impact of a policy. The final section looks at the steps required to implement and assess a public policy. In the latter two sections, students focus on a public policy issue of their own choice.

82. RIEL REBELLION, THE: A BIOGRAPHICAL APPROACH

Authors: Charles Hou and Cynthia Hou

Publishers: British Columbia Teachers Federation

Publication Date: 1984

Grade Level: 9-12

Materials and Cost: Text, softbound, 163 pp., $12.95; teacher's guide, softbound, 69 pp., $9.95

Subject Area: Canadian studies

The materials in this book focus on the Riel Rebellion of 1885, a turning point in Canadian history. As students read the materials, they study primary source materials, including maps, photographs, documents, and firsthand accounts on which knowledge of the rebellion is based. The brief introduction and short biographical summaries found at the beginning of each chapter are designed to focus the attention of students on the content of the chapter. So, too, are a number of questions appearing under the heading "Reading with a Purpose." Publishers suggest that the materials can be used in the following ways: (1) as a factual study about the background, events, and personalities of the rebellion; (2) as a means of using inquiry to discover the approach of historians; and/or (3) as the basis for examination of the rebellion from a legal point of view, with a retrial of Louis Riel. A teacher's guide containing objectives,methodologies, strategies, resource lists, case studies, vocabulary, and activities accompanies the text.

83. TEACHING ABOUT THE CONSUMER IN THE GLOBAL MARKETPLACE

Editor: Bruce Koranski

Publisher: Center for Teaching International Relations

Publication Date: 1985 (rev. ed.)

Grade Level: 4-12

Materials and Cost: Book, softbound, 211 pp., $16.95

Subject Area: Consumer education, global education

This updated edition offers 31 activities designed to introduce students to the notion that the goods and services they consume are reflections not only of personal values but of global processes and events as well. Individual, national, and international dynamics that combine to produce the mixture of conflict and cooperation characteristic of the global marketplace are examined from four perspectives: (1) "Me as a Consumer"; (2) "The Consumer and the Government"; (3) "The Consumer: Past, Present, and Future"; and (4) "The Consumer and the World." Each activity contains detailed teacher instructions plus student handouts. Activities emphasize hands-on experiences that involve students in solving problems they either currently face or will face in the future. Activity cards are included in the unit.

84. UNDERSTANDING NUCLEAR WEAPONS AND ARMS CONTROL

Author: Teena Mayers and William J. Zahka

Publisher: Education in World Issues

Publication Date: 1984-1985

Grade Level: 10-16

Materials and Cost: Book, softbound, 109 pp., $5.95; teacher's guide, spiralbound, 124 pp., $5.95

Subject Area: Nuclear education, peace education

This book is intended "to present objectively the known facts of the nuclear age as they have occurred and are occurring." Compiled from government reports, the book is divided into four sections: (1) a review of U.S. policy on nuclear arms from 1945 to the present and of the U.S./U.S.S.R. arms race; (2) definitions of relevant terms; (3) a discussion of negotiations; and (4) a description of the effects of nuclear war. The number of illustrations is limited, but those provided are helpful. The teacher's guide provides examination questions for use with the text. A brief list of "Teaching Aids" suggests some activities that can be used in conjunction with the book.

85. UNITED STATES HISTORY: VOLUME I, 1620-1900 and VOLUME II, THE TWENTIETH CENTURY

Authors: Stephen Lewin and Ted Silveira

Publisher: Fearon Education

Publication Date: 1986

Grade Level: 5-12

Materials and Cost: 2 workbooks, softbound, 91 pp. each, $4.50 each; set of 2 workbooks, $8.50

Subject Area: U.S. history

These volumes present the basic concepts of junior and senior high school history courses to students with low-level reading skills (grades 4-5). Illustrated with historic black-and- white photographs and artwork, the series is divided into two workbooks. The first covers U.S. history between 1620 and 1900, including the landing of the Pilgrims, the American Revolution, the creation of a new government, the westward movement, the Civil War, the Industrial Age, and reformers of the early 1900s. The second covers events occurring in the 20th century, including the Spanish-American War through World War I, the 1920s, the Great Depression, World War II, the Atomic Age, the civil rights movement, the 1960s (i.e., the Great Society and the Vietnam War), the 1970s (i.e., Watergate and the women's movement), and the 1980s up through Sally Ride's venture into space.

86. UP AGAINST THE LAW: YOUR LEGAL RIGHTS AS A MINOR

Authors: Ross R. Olney and Patricia J. Olney

Publisher: Lodestar Books

Publication Date: 1985

Grade Level: 7-12

Materials and Cost: Book, hardbound, 132 pp., $12.95

Subject Area: Law-related education

The authors, one a practicing attorney, explore areas of law that most directly affect secondary students--from school rights (attendance requirements and locker searches) to home and family rights (obtaining contraceptives to parental responsibility for their children's actions). Drawing on sample cases to illustrate various points of civil and criminal law, the book explains a minor's rights in lawsuits for trespassing, drunk driving, a home dispute, and possession of narcotics. The rights of the injured party are explained, as is the difference between an accident and a crime. No teacher's guide accompanies the text.

87. YOUR WORLD 2000

Editor: Isaac Asimov

Publisher: Facts on File, Inc.

Publication Date: 1985

Grade Level: 7-10

Materials and Cost: 4 books, hardbound, 57 pp. each, $9.95 each

Subject Area: Contemporary issues, future studies, science-related social issues

Suitable for junior and senior high school students, this high-interest series introduces ideas and trends that will shape the world in the near future. Detailing the problems and prospects we face, asking a wealth of thought-provoking questions, and projecting possible solutions, the series not only looks at the changing face of today's world but clearly argues the case for acting responsibly to make the future both exciting and safe. Each volume is devoted to one key aspect of the future: (1) "Technology 2000" (Peter Evans), which anticipates what the world of technology will be like in 2000; (2) "Planet Earth 2000" (David Lambert), which explores how the twin dilemmas of diminishing resources and growing population will affect our world; (3) "Health 2000" (Ron Taylor), which examines the possibilities for the quality of health in the next millennium; and (4) "Cities 2000" (Christopher Pick), which looks at tomorrow's cities, already being planned. Each volume contains colorful illustrations and informative diagrams and concludes with a glossary.

88. ANNUAL EDITIONS SERIES

Publisher: Duskin Publishing Group, Inc.

Publication Date: 1985-1986

Grade Level: 11-16

Materials and Cost: Texts, softbound, 241-272 pp., $8.95 each; "Using Annual Editions in the Classroom," free

Subject Area: Interdisciplinary social studies

Each volume of *Annual Editions* is a collection of recent articles focused upon a single topic; the volumes are designed to provide students with convenient, low-cost access to a wide range of current, carefully selected articles from magazines, newspapers, and journals. Updated on a regular basis, *Annual Editions* have a number of common organizational features designed to make them particularly useful in the classroom; these including topic guides, annotated tables of contents, unit overviews, and indexes. An instructor's resource guide with testing suggestions is available for each volume. New social science-related titles in the *Annual Editions* series include: *American Government*; *Anthropology*; *Comparative Politics*; *Criminal Justice*; *Drugs, Society, and Behavior*; *Economics*; *Environment*; *Geography*; *Global Issues*; *Psychology*; *Social Problems; Sociology; and World Politics*.

89. CULTURGRAMS

Editors: V. Lynn Tyler and Deborah L. Coon

Publisher: Brigham Young University

Publication Date: 1986

Grade Level: 7-12

Materials and Cost: Set of 90 Culturgrams, 4 pp. each, $23.00; individual updates, 4 pp., $3.30 each; classroom sets of 1-30, $0.50 each; 31-99, $0.30 each; 100+, $0.20 each

Subject Area: Area studies, global education, world cultures

Covering customs, manners, lifestyles, socioeconomic status, and other cultural information, these four-page cultural briefings aid students in understanding people from other cultures. With this year's addition of new Culturgrams on East Germany, Jordan, Syria, Turkey, Algeria, Ethiopia, Sudan, Tanzania, and Zaire, the series now covers 90 countries. In addition, the 1986 edition provides a content update on previous issues; a redesign of the front page with room in the margins for three-hole punching; new, computer-generated maps; and laserprint type. Synthesized information on customs and courtesies of the various countries focuses on customs surrounding greeting, visiting, eating, gesturing, and personal appearance. Demographic information is followed by information on holidays, attitudes, family, dating and marriage, socioeconomic levels, recreation and work, land and climate, history and government, the economy, education, transportation, and health. Each Culturgram concludes with a list of suggested readings. A learning aid, "How to Prepare a Culturgram," is available to assist teachers and students in developing their own Culturgrams.

90. GLOBAL STUDIES SERIES

Publisher: Dushkin Publishing Group, Inc.

Publication Date: 1985-1986

Grade Level: 11-12+

Materials and Cost: Texts, softbound, 256 pp., $8.95 each

Subject Area: Area studies, global education

This series is intended to provide comprehensive background information and World Press articles on the regions and countries of the world. New issues in the series--*The Soviet Union and Eastern Europe* (1986), *Latin America* (1985), and *The Middle East* (1986)--have been added to earlier editions on Africa and China. Editions contain between 50 and 60 current World Press articles. All have common organizational features designed to make them particularly useful in the classroom; these include topic guides, annotated tables of contents, unit overviews, glossaries, and indexes. Although the reading level for this series is high for high school students, their high-interest nature and strong visual support make them current and useful supplements to the social studies classroom.

91. GREAT DECISIONS '86 ACTIVITY BOOK: ACTIVITIES AND SUPPLEMENTAL LEARNING MATERIALS FOR TEACHERS AND DISCUSSION LEADERS

Publisher: Center for Teaching International Relations/Foreign Policy Association

Publication Date: 1986

Grade Level: 11-12

Materials and Cost: Book, softbound, 31 pp., $7.95

Subject Area: Contemporary issues, global education, interdisciplinary social studies

The major portion of this book is a set of more than 20 teaching activities and associated reproducible student handouts written specifically to enhance student understanding of the eight *Great Decisions '86* topics: (1) "How Foreign Policy is Made: The Case of Central America"; (2) "'Star Wars' and the Geneva Talks: What Future for Arms Control?"; (3) "Democracy in Latin America: Focus on Argentina and Brazil"; (4) "International Terrorism: In Search of a Response"; (5) "European Community and the U.S.: Fiction among Friends"; (6) "Third World Development: Old Problems, New Strategies?"; (7) "Israel and the U.S.: Friendship and Discord"; and (8) "Religion in International Politics: Why the Resurgence?" Activities pertain directly to the articles and do not require use of any outside sources. Students are involved in role plays, debate, data analysis, simulations, and brainstorming as they actively engage in understanding, analyzing, and evaluating American foreign policy. Also included are summaries of the eight articles and glossaries of key words and concepts for each activity.

92. HEADLINE SERIES

Publisher: Foreign Policy Association

Publication Date: 1985-1986

Grade Level: 11-16

Materials and Cost: 6 books, softbound, 54-70 pp., $4.00 each (quantity discounts available)

Subject Area: Contemporary issues, global education

Intended to keep teachers and students up-to-date on key foreign policy topics, each brief title focuses on a major world area or topic. Written by noted scholars, the books are highly readable and include basic background, maps, charts, discussion guides, and suggested readings. New titles in this ongoing series include: (1) *Third World Radical Regimes: U.S. Policy under Carter and Reagan* (No. 272); (2) *Antarctica: The Continuing Experiment* (No. 273); (3) *Authentic Development in Africa* (No. 274); (4) *Strategic Defense Initiative: Splendid Defense or Pipe Dream?* (No. 275); (5) *Sino-American Relations after Normalization: Toward the Second Decade* (No. 276); and (6) *Japan: The Dilemmas of Success* (No. 277).

93. IDEAS IN CONFLICT SERIES

Editor: Gary E. McCuen

Publisher: GEM

Publication Date: 1986

Grade Level: 7-12

Materials and Cost: 4 texts, hardbound, 173-184 pp., $11.95 each; $4.95 for 15 or more of one title, $6.95 for 5-14 of one title; complete series of 9 books, $102.55

Subject Area: Contemporary issues, global education

The *Ideas in Conflict* series recently published four new titles: *The Apartheid Reader*, *The Nicaraguan Revolution*, *World Hunger and Social Justice*, and *Protecting Water Quality: Debating National Strategies*. Each of the texts in the series (now nine titles in all) contains four or five chapters focusing on various aspects of the general topic. For example, *The Apartheid Reader* contains chapters focusing on the realities of apartheid, internal resistance and political change in the Republic of South Africa, effects of corporate divestment, and the United States' relationship with South Africa. Each reading is preceded by a list of questions for students to consider. This is followed by selected readings presenting a range of views on the topic. In addition, each book contains opportunities for students to identify a variety of biases, analyze political cartoons, and examine conflicting values.

94. ISMS, THE: MODERN DOCTRINES AND MOVEMENTS

Editor: Bruno Leone

Publisher: Greenhaven Press, Inc.

Publication Date: 1986 (rev. ed.)

Grade Level: 10-12

Materials and Cost: 7 books, softbound, 145-261 pp., $6.95 each ($11.95, library edition); complete set, $48.65 ($83.65, library editions)

Subject Area: Contemporary issues, political science

Originally introduced in 1978, this significantly revised and expanded series covers seven modern doctrines: capitalism, socialism, nationalism, internationalism, racism, communism, and feminism. Presenting the opinions of numerous individuals and organizations, the texts employ an "opposing viewpoints" approach. The books can be used independently to supplement existing curricula or can be used to form a sequence of units for a contemporary issues course. Each text contains primary source readings, photographs and editorial cartoons, and open-ended focus questions and discussion activities to facilitate exploration of the issues. Revisions include updating of information, the addition of several new chapters, and the addition of a new title, *Feminism*. This book, the lengthiest in the series, presents opposing viewpoints on a variety of controversial topics surrounding marriage, male/female differences, equal rights, and ways in which feminism affects society. (Originally reviewed in the 1979 *Data Book*.)

95. OFFICIAL MATERIALS FOR THE CALIFORNIA STATE MOCK TRIAL COMPETITIONS

Publisher: Constitutional Rights Foundation

Publication Date: 1985-1986

Grade Level: 9-12

Materials and Cost: Book, softbound, 44 pp., $3.95

Subject Area: Law-related education

These official materials designed to help student teams prepare for the Fourth (1984-85) and Fifth (1985-86) Annual California Mock Trial Competitions include simulations entitled "People v. Ballard: Hit and Run Teenage Drinking, Driving, and Responsibility" and "People v. Dennis: School Vandalism: The Costly Crisis." As teams study the hypothetical cases, do legal research, and receive guidance from volunteer attorneys in courtroom procedure and trial preparation, they acquire a working knowledge of the judicial system. Students participating as counsel, witnesses, court clerks, or bailiffs present their cases in court before actual Municipal and Superior Court judges. Materials include case and role descriptions, relevant legal information, complete instructions for conducting the mock trial, and other classroom exercises.

96. SCHOLASTIC WORLD CULTURES TEXT SERIES

Publisher: Scholastic

Publication Date: 1986 (rev. ed.)

Grade Level: 7-12

Materials and Cost: 11 texts, softbound, 224-240 pp., $5.95 each; 11 teacher's guides, softbound, 80 pp., $5.95 each; one set of 32-36 tests and skill print masters, $16.50; entire set of 11 texts and teacher's guides, $87.75

Subject Area: Area studies, global education, world cultures

Scholastic World Cultures consists of 11 units, each covering one area of the world: Canada, China, Great Britain, the Indian subcontinent, Japan, Southeast Asia, the Soviet Union and Eastern Europe, Latin America, Mexico, the Middle East, and Tropical and Southern Africa. While individual texts have undergone periodic revision and updating since the first one was published in 1972, six of the eleven titles have been revised this year (Japan, Great Britain, the Soviet Union and Eastern Europe, the Indian subcontinent, China, and Tropical and Southern Africa). Using a storylike approach that stresses patterns, themes, and causal relationships, these visually-oriented texts have been designed to enable students in grades 7-12 to identify with the experiences, interests, aspirations, and frustrations of people of other cultures. Primary emphasis is on lifestyles, customs, religious views, and folkways. While content revisions on a page-by-page basis are few, the new editions contain "Double Check" and "Skill" features at the end of each chapter, helping teachers and students in review, discussions, activities, and skill reinforcement. The teacher's guides, intended to identify and define clearly the concepts and attitudes that should be developed in a study of world cultures, contain answers to the new chapter-end reviews and skill questions.

97. SELECTED BIBLIOGRAPHY OF SOCIAL SCIENCE READINGS ON WOMEN OF COLOR

Publisher: Memphis State University Center for Research on Women

Publication Date: 1986

Grade Level: 9-12

Materials and Cost: Book, softbound, 38 pp., $3.00

Subject Area: Women's studies

Updated twice annually, this bibliography on "people of color" is divided into ten sections: (1) selected readings on people of color; (2) comparative works on women of color; (3) selected readings on Afro-Americans; (4) Afro-American women; (5) selected readings on Asian Americans; (6) Asian American women; (7) selected readings on Latinos; (8) Latinas; (9) Native American women; and (10) selected readings on women in general. Most of the 328 citations, which include books and journal articles, were published between 1975 and 1986.

98. TIME EDUCATION PROGRAM: WORLD GEOGRAPHY AND WORLD AFFAIRS TEACHING AIDS

Publisher: TIME Education Program

Publication Date: 1986

Grade Level: 9-12

Materials and Cost: Instructional aids available at no cost with subscription to 10 or more sets of *TIME Magazine* at $0.50 each per week

Subject Area: Area studies, contemporary issues

Intended for use with current issues of *TIME Magazine*, new units on Germany and Africa have been recently added to previously published units on Japan, China, Latin America, and the Soviet Union. The unit on Germany includes reports showing the history of modern Germany. This reprint collection traces the fate of the Weimar Republic, the rise and fall of the National Socialist Party, the events of World War II, the occupation of post-war Germany, and the partition and communization of East Germany. Other TIME reprints and a variety of teaching activities help students examine and understand the present relationship between the two Germanies and their roles in world affairs. The unit on Africa presents an overview of present political and economic conditions, map activities, a wall chart, fact sheets, and challenging group and individual activities designed to focus on the political, geographic, ethnic, linguistic, and financial pressures that affect this rapidly changing area of the world.

99. AMERICAN STUDIES: WHERE HISTORIANS DISAGREE

Publisher: Random House/Educational Enrichment Materials

Publication Date: 1986

Grade Level: 7-12 +

Materials and Cost: 3 2-part sound-filmstrips with teacher's guides, $55.00 each

Subject Area: U.S. history

Based on feature essays from *American History: A Survey* (6th ed.), the first three programs of this series focus on three key 20th-century events: the New Deal, the Japanese attack on Pearl Harbor, and the Cold War. In "Evaluating the New Deal," the ongoing debate among historians over the nature of the New Deal is examined. In this debate, historians argue whether the social welfare programs set into motion during Franklin D. Roosevelt's administration represent progress towards a just and sensitive government or a radical, socialistic approach threatening the most valued traditions in American life. In "The Japanese Attack on Pearl Harbor," historians question whether the raid was truly unprovoked and without warning. Highlighted in the final program, "The Origins of the Cold War," are the voices of such key Americans as Truman, Eisenhower, Baruch, and Kennedy. Historians argue who was responsible for the breakdown of Soviet-American relations and whether the conflict could have been avoided. The series helps students learn to discern not only which facts a historian is presenting, but also how that historian is choosing and interpreting those facts.

100. AMERICA: OUR NATION'S HISTORY: THE UNITED STATES--PATHS TO THE FUTURE

Publisher: Encyclopaedia Britannica Educational Corporation

Publication Date: 1986

Grade Level: 6-9

Materials and Cost: 4 13-minute sound filmstrips with teacher's guide, $133.00; individual sound filmstrips, $37.00

Subject Area: U.S. history

Intended for students in the intermediate and junior high grades, this series describes the social and cultural changes, the major protest movements, and the advances in American technology since 1945. Also examined are global interdependence and the challenges the United States faces in preserving peace, protecting environmental quality, and conserving resources. Titles in the series include: (1) "Postwar American Society"; (2) "Rights and Reforms"; (3) "America in a Technological Age"; and (4) "U.S. and the World."

101. CENTRAL AMERICA

Publisher: National Geographic Educational Services

Publication Date: 1986

Grade Level: 7-12

Materials and Cost: 4 17- to 18-minute sound filmstrips, $109.95 per set

Subject Area: Area studies, contemporary issues, world geography

Intended as a visual supplement for units on Central America, area studies, and/or world geography, this four-part program introduces students to Central America's geography, culture, heritage, food, housing, recreation, and religion. Also examined are causes of current disputes in Central America and the role of this region in today's issues.

102. CHALLENGES TO A HEALTHY ENVIRONMENT

Publisher: National Geographic Educational Services

Publication Date: 1986

Grade Level: 7-12

Materials and Cost: 2 17- to 18-minute sound filmstrips, $61.95 per set

Subject Area: Contemporary issues, science-related social issues

Intended to alert students to the environmental costs of modern technology, these filmstrips examine chemical legacies that threaten health and natural resources. Suitable for teachers attempting to highlight the social as well as environmental consequences of science and technology, the first filmstrip, "Hazardous Wastes," explores the challenge of safe disposal of dangerous hazardous materials. The second, "Acid Rain," examines the consequences of acid rain and other air pollution problems facing today's society.

103. CLOSE UP SPECIAL FOCUS: U.S./SOVIET RELATIONS

Publisher: Close Up Foundation

Publication Date: 1986

Grade Level: 9-12

Materials and Cost: 4 30-minute videocassette programs, $175.00; book, softbound, 48 pp., $6.00; teacher's guide, $3.50

Subject Area: Contemporary issues, global education

Featuring segments with high school students participating in a Close Up-sponsored week in Washington, this program examines the complex relations between the Soviet Union and the United States. Beginning with a 12-minute background documentary, the program follows with a session in which high school students question American experts on the Soviet Union and Soviet diplomats. The four segments--entitled (1) "Differing World Views"; (2) "The Evolution of U.S./Soviet Relations"; (3) "A Critical Issue: The Arms Race"; and (4) "U.S./Soviet Relations: In Pursuit of Peace"--examine the history of U.S./Soviet relations since 1917, the two countries' foreign policy goals and decision-making structures, the arms race, and possibilities for the future. The videocassette is accompanied by copies of a 1983 student paperback and teacher's guide.

104. CURRENT LEGAL ISSUES II

Publisher: Random House/Educational Enrichment Materials

Publication Date: 1986

Grade Level: 9-12

Materials and Costs: 4 sound filmstrips plus teacher's guide, $95.00; individual sound filmstrips, $28.00 each; *Current Legal Issues I* and *II* with teacher's guides, $170.00

Subject Area: Contemporary issues, law-related education

This sequel to *Current Legal Issues I* (published in cooperation with the National Institute for Citizen Education in the Law) provides students with an understanding of America's legal system and the legal issues that will affect their lives. While *Current Legal Issues I* focused on drunk driving legislation, Sandra Day O'Connor's appointment to the Supreme Court, controversies surrounding sex discrimination, and the effect of the computer revolution on the law, *Current Legal Issues II* presents the following titles: (1) "American Prisons: Crisis Behind Bars," which focuses on the conditions within large penitentaries such as San Quentin and Attica; (2) "Victims of Crime," which looks

at crime from the perspective of victims and examines their rights and problems they face; (3) "The Insanity Defense," which examines the controversy sparked by the John Hinkley case; and (4) "Search and Seizure in School," which looks at legislation enabling teachers to search students. The filmstrips present a balanced view of these issues, contrasting the personal rights and freedoms of individuals with citizens' responsibilities to society.

105. FUTUREPROBE TRILOGY

Publisher: SAI Productions

Publication Date: 1986

Grade Level: 9-12+

Materials and Cost: 3 videotapes, VHS or Beta, $35.00 each (U-Matic, $50.00 each)

Subject Area: Future studies, science-related social issues

Unlike conventional future-fare, *Futureprobe* is neither an action-adventure epic nor a science news report on the wonder machines of tomorrow. Instead, each self-contained episode focuses on situations from everyday life, suggesting how people in the near future may approach familiar problems in new ways using the knowledge and technology of their times. The first program, "Futureprobe I: The 21st Century Home," shot on location in Florida, Virginia, Washington, DC, and Toronto, looks at how technology has added new lifestyle choices and altered old expectations. "Futureprobe II: Business in the Telematic Age" explores how "telematics"--the merger of computers and global telecommunications--will affect the world of business. The program, filmed on location in Dallas, London, Paris, and Scotland, follows a typical entrepreneur of the early 21st century. Finally, " Futureprobe III: Tomorrow's Money" examines the global institutions created to make tomorrow's money-based trading safer and easier; also explored are the rapid changes now taking place in the form of money, from plastic credit cards to instantaneously communicated electronic data.

106. HISTORY AND CULTURE OF KOREA, THE

Author: Edward J. Schultz

Publisher: Center for Korean Studies, Hawaii University

Publication Date: 1985

Grade Level: 9-12+

Materials and Cost: 6 sound filmstrips, text, and study guide, $125.00

Subject Area: Area studies, world cultures, world history

These six filmstrips provide an overview of Korean history from the Paleolithic Period to the present time. The accompanying resource guide provides a summary of each filmstrip, study questions, a copy of the text of the cassette tape, and a list of suggested readings. The first filmstrip discusses the origin of the Korean people and the history of the Paleolithic, Neolithic, Bronze, and Three Kingdom Periods. The second looks at the Silla Kingdom, which developed exquisite gold crafts for three centuries. Featured in the third filmstrip is the time of Koryo, which is often called Korea's Golden Age. The Chosen Dynasty (1392-1910), which set new standards in scholarship, painting, porcelain production, and governing techniques, is the subject of the fourth filmstrip. The fifth addresses the Japanese occupation of Korea from 1910-1945. The final filmstrip discusses the present division of Korea into the Marxist North and the Capitalist South.

107. HISTORY OF HISPANICS IN AMERICA

Publisher: Society for Visual Education, Inc.

Publication Date: 1985

Grade Level: 7-9

Materials and Cost: 4 20-minute sound filmstrips, with teacher's guide, $127.00; individual sound filmstrips, $35.00 (also available in Spanish)

Subject Area: U.S. history, world cultures

Intended to introduce students to the variety and complexity of Hispanic-American life, this series begins with a brief overview of Spanish history and culture. Next, a look at the history of Hispanic culture in America is furthered by a look at Hispanics in America today. Finally, the series examines the Hispanics who settled in the Southwestern United States, Mexico, and Puerto Rico. Filmstrip titles include: (1) "Spain"; (2) "Mexican Americans: Part I"; (3) "Mexican Americans: Part II"; and (4) "Puerto Ricans."

108. IMMIGRATION: GROWTH OF A NATION. TURNING POINTS IN 20TH CENTURY AMERICA SERIES

Publisher: Random House/Educational Enrichment Materials

Publication Date: 1986

Grade Level: 7-12+

Materials and Cost: 2 sound filmstrips, with teacher's guide, $55.00

Subject Area: U.S. history

This two-part audiovisual presentation explores the the pattern of immigration to America and shows how this country's diversity affects its national character. Part 1 explores the episodic periods of migration that followed Columbus's discovery of the new world; included are major influxes of the Pilgrims and succeeding waves of German and Scotch-Irish immigrants in the early 1700s. Part 1 then focuses on the great flood of immigration that began in 1880. Part 2 examines the cultural diversity of these more recent immigrants and highlights the opportunities, challenges, and hardships they faced. The program shows how different occupations became associated with specific ethnic groups and looks at specific forms ethnic discrimination took prior to 1854. The program's conclusion indicates that today more equitable immigration laws exist and a turning point in our history has been reached and passed.

109. IMPROVING INDONESIA'S CITIES: A CASE STUDY OF ECONOMIC DEVELOPMENT. TOWARD A BETTER WORLD SERIES

Author: Harriet Baldwin

Publisher: The World Bank

Publication Date: 1986

Grade Level: 10

Materials and Cost: Kit containing 8-pp. pamphlets, 36 56-pp. student books, sound filmstrip, and 125-pp. teacher's guide, $60.00 for entire kit

Subject Area: Area studies, contemporary issues

This newest addition to the World Bank's *Toward a Better World* series of five multimedia kits is a case study of two efforts to deal with the effects of rapid urbanization in Jakarta, the capital of Indonesia. In a pamphlet, *An Economic Summary of Indonesia*, students learn about the economy of

Indonesia--its structure, recent growth, and problems. The book, *Improving Indonesia's Cities*, introduces students to rapid urbanization as a phenomenon in all developing countries. The book then tells the stories of two families who are involved in efforts of the city and national governments to improve the living conditions of Jakarta's poor. One family lives in a slum community called a "kampung." The Kampung Improvement Program upgrades the roads, footpaths, and water system and leads residents to improve their houses at their own expense. The other family purchases a low-cost house in Klender, a community built for low-income families. The accompanying filmstrip, "Building and Rebuilding," repeats and visually supports the information in the book. The teaching guide is organized into six sections--one accompanies the pamphlet and five accompany chapters of the student text. Objectives derived from the goals of the kit are given for each section, and various activities are suggested. Other titles in the series include *The Developing World*, *The Rajastjan Canal Project*, *Small-Scale Industries in Kenya*, and *Tackling Poverty in Rural Mexico*. These titles were reviewed in volume 7 of the *Data Book* (1982).

110. IN OUR TIME

Publisher: Random House/Educational Enrichment Materials

Publication Date: 1986

Grade Level: 7-12+

Materials and Cost: 4 sound filmstrips, 4 teacher's guides, $115.00; individual filmstrips, $32.00

Subject Area: Contemporary issues, global education, social studies

Focusing on four important world leaders--Soviet leader Mikhail Gorbachev, U.S. President Ronald Reagan, Cuban Premier Fidel Castro, and British Prime Minister Margaret Thatcher--these filmstrips provide an understanding of who these key people are and how they achieved their position and influence. Students are presented with "the stories behind the headlines" and are encouraged to examine the motivation of these four leaders "who shape their world."

111. JOBS FOR THE '90'S

Publisher: Sunburst Communications

Publication Date: 1986

Grade Level: 10-12+

Materials and Cost: 4 sound filmstrips, with teacher's guides, $189.00; one videocassette, with teacher's guide, $199.00 (VHS, Beta, or U-Matic)

Subject Area: Career education, future studies

Using Holland's hexagon to help viewers match their skills and abilities to career categories, this videocassette describes jobs within categories and at different educational levels. The program provides on-the-job interviews and describes each job's predicted employment opportunities over the next ten years. Titles in the four-part program are: (1) "Tomorrow's Jobs"; (2) "The Doer's and the Thinkers"; (3) "The Creators and the Helpers"; and (4) "The Persuaders and the Organizers."

112. LATIN AMERICAN STUDIES: THE CARIBBEAN BASIN

Publisher: Random House/Educational Enrichment Materials

Publication Date: 1986

Grade Level: 7-12

Materials and Cost: 4 sound filmstrips, with teacher's guides, $99.00; individual filmstrips, $28.00

Subject Area: Area studies, contemporary issues, world geography

Intended to present up-to-date information on a region of increasing importance to the United States, this four-part filmstrip program introduces students to Latin America's geography, history, politics, and economy. Filmstrip titles include: (1) "Caribbean Basin: The Sea, Lands, and Peoples," which provides demographic and geographic background; (2) "Caribbean Basin: The Colonial Heritage," which surveys more than four centuries of Caribbean history; (3) "Caribbean Basin: Economics and Politics," which illustrates this region's economic and political interdependence; and (4) "Caribbean Basin: Focus on U.S. Policy," which examines U.S. military, economic, and strategic policies in the Caribbean and poses questions for the future.

113. LET THEM EAT MISSILES

Publisher: American Friends Service Committee

Publication Date: 1986

Grade Level: 9-12+

Materials and Cost: 1 25-minute slide show (125 slides), with guide, $75.00 ($15.00 rental)

Subject Area: Contemporary issues, global education

Using a mixture of photos, cartoons, music, and poetry to explain a connection between military spending and world hunger, this program presents viewers with the Quaker perspective that the cycle of hunger and repression leads to social unrest and violence and that hunger is most often a result of human-made priorities. The program goes on to argue the notion that military spending creates jobs and illustrates how excessive military spending is linked to repressive government policies in developing nations and to devastating effects on civilian welfare. Although ideas in this slide show may seem controversial to some teachers, they make a good basis for an opposing viewpoints approach to discussing world problems. Discussion questions, resource ideas, and references are provided with the slide show.

114. MODERN U.S. HISTORY: FROM COLD WAR TO HOSTAGE CRISIS

Publisher: Guidance Associates, Inc.

Publication Date: 1986

Grade Level: 7-12

Materials and Cost: 12 sound filmstrips (or videocassettes), with teacher's guide and library kit, $429.00; 3 4-filmstrip/videocassette units, $159.00 each

Subject Area: Contemporary issues, U.S. history

Intended to help students identify and understand turning points in U.S. history since World War II, these three units focus on the following time periods: 1945-1960, 1961-1968, and 1969-1981. Unit 1 covers the Truman-Eisenhower years as the United States celebrated an end to World War II and then plunged into the Cold War. Unit 2 focuses on the Kennedy-Johnson years; topics covered include the struggle for black civil rights, the Cuban Missile Crisis, Kennedy's assassination, and the

Viet Nam War. The final unit examines the Nixon, Ford, and Carter years, including the United States' withdrawal from Viet Nam, improved relations with China, the Watergate scandal, the rise of OPEC, and the hostage crisis in Iran.

115. NOVA SERIES

Publisher: Coronet Video and Film

Publication Date: 1985-86

Grade Level: 9-16+

Materials and Cost: 16 58-minute videotapes, $250.00 each (rental, $125.00 each)

Subject Area: Future studies, interdisciplinary social studies, science, science-related social issues

This award-winning series examines the many worlds of science, boldly explaining the newest scientific and technological breakthroughs and thoughtfully reexamining scientific theory. Several of the titles deal with ethical and social implications of advancing technological breakthroughs-- particularly "Visions of Star Wars," "The Robot Revolution," "The Toxic Trials," "Seeds of Tomorrow," "The Place that Changed the World," and "The Genetic Gamble." Remaining series titles include "The Case of the Frozen Addict," "Child Survival: The Silent Emergency," "Goddess of the Earth," "Halley's Comet: Once in a Lifetime," "Life's First Feelings," "The Magic of Special Effects," "The Rise of a Wonder Drug," "Tornado!" "What Einstein Never Knew," and "When Wonder Drugs Don't Work." The series would be a good resource for social studies teachers attempting to integrate the disciplines of science and social studies.

116. PREPARING FOR THE JOBS OF THE 1990'S: WHAT YOU SHOULD KNOW

Publisher: Guidance Associates, Inc.

Publication Date: 1986

Grade Level: 7-12

Materials and Cost: 6-part sound filmstrip (or videocassette), with teacher's guide and library kit, $209.00

Subject Area: Career education

These videotaped sequences let students observe people on-the-job to find out how they selected, prepared for, and succeeded in their careers. Key factors that can change the job market are examined, with primary emphasis on the computer revolution and the need to keep pace with expanding technology. The program is intended to help young people face a highly selective job market by providing information on where jobs will be found and tips on how to target efforts to make the most of these opportunities.

117. SOUTH AFRICA: THE DILEMMA OF APARTHEID

Publisher: Close Up Foundation

Publication Date: 1985

Grade Level: 9-12+

Materials and Cost: 30-minute color videocassette (Beta or VHS), $75.00

Subject Area: Contemporary issues, global education

In this 30-minute color program, Congressman Howard Wolpe, Chairman of the House Subcommittee on Africa, engages in a question-and-answer session with students from across the country.

Wolpe offers information on such topics as apartheid, constructive engagement, divestment, and the threat of communism while expressing his view that the primary issue in the Republic of South Africa is the basic right of all people to maintain their human dignity.

118. SOVIET UNION, THE: COMMUNIST SUPERPOWER

Publisher: Random House/Educational Enrichment Materials

Publication Date: 1986

Grade Level: 7-12

Materials and Cost: 4 sound filmstrips, with teacher's guide, $115.00; individual filmstrips, $32.00

Subject Area: Contemporary issues, world history

Drawing on the vast resources of its producer, The Associated Press, this series of four filmstrips candidly examines the Soviet Union's politics, history, economy, and culture from the earliest days of its recorded history to the 1985 appointment of Mikhail Gorbachev as Politburo chief. The four titles in the series are: (1) "Soviet Politics"; (2) "Soviet History"; (3) "Soviet Economy"; and (4) "Soviet People and Culture."

119. SUPREME COURT DECISIONS THAT CHANGED THE NATION

Publisher: Guidance Associates, Inc.

Publication Date: 1986

Grade Level: 7-12

Materials and Cost: 6 sound filmstrips, with teacher's guide, $319.00; 6 Beta or VHS videocassettes, with teacher's guide, $373.00

Subject Area: Civics, law-related education, U.S. government

This six-part series examines the historical impact of important Supreme Court decisions, providing insight into the workings of the nation's highest court and evolution of constitutional law. The first program, "Marbury vs. Madison," examines Chief Justice John Marshall's landmark opinion clarifying the power of the judiciary. Next, "McCulloch vs. Maryland" focuses on the national-bank case, which established the "implied powers" of the federal government. "The Dred Scott Decision" looks at the controversial case involving slavery and states' rights. Remaining programs examine "Plessy vs. Ferguson" (the case justifying segregation as 'separate but equal'), "Brown vs. the Board of Education" (declaring segregation in public schools unconstitutional), and "Gideon vs. Wainwright" and "Miranda vs. Arizona" (clarifying the rights of the accused). The landmark Supreme Court cases include on-location photography, videotaped sequences, period art, and historical documents to show the lasting impact these decisions have had on U.S. history and the American concept of justice.

110

120. TAX WHYS: UNDERSTANDING TAXES

Publisher: Agency for Instructional Technology/Internal Revenue Service

Publication Date: 1986

Grade Level: 9-12

Materials and Cost: 6 15-minute color videocassettes, $480.00 per set; individual videocassettes, $80 (also available as films and as rentals); teacher's guide, 40 pp., available from Internal Revenue Service, free

Subject Area: Career education, consumer education, economics, U.S. government

Developed jointly by the Agency for Instructional Technology, the Joint Council for Economic Education, the Internal Revenue Service, a 50-state consortium of educational agencies, the District of Columbia, and the Department of Defense Public Schools, this series links taxation issues to high school social studies, business education, consumer education, career education, and economics courses. The six programs explore such issues as why there are taxes, how taxes influence behavior, how taxes affect different income groups, and how the burden of a tax is sometimes shifted from one person or group to another. Program titles include: (1) "Taxes Raise Revenue"; (2) "Taxes Influence Behavior"; (3) "Taxes Involve Conflicting Goals"; (4) "Taxes Affect Different Income Groups";' (5) "Taxes...Can They be Shifted?"; and (6) "Taxes...What is Fair?" In the fifth program, which is typical of the series, Alex Lopez enjoys having his own small apartment, but when property taxes go up, he faces an increase in his rent and the possibility of having to move back home. After learning that some taxes are direct (paid by those on whom they are levied) and others indirect (shifted to others), Alex works out an ingenious way to help his landlady meet expenses--and keep his independence.

121. TOO MUCH, TOO LITTLE

Publisher: Agency for Instructional Technology/Federal Reserve Bank of New York

Publication Date: 1985

Grade Level: 9-12+

Materials and Cost: 25-minute videocassette, $105.00 (rental $30.00); teacher's guide, 109 pp., available from Federal Reserve Bank of New York, free

Subject Area: Economics, social studies, U.S. history

Intended for use in high school history, social studies, and economics classes, this program traces development of the nation's monetary system from the colonial era to the present. Highlights include the issuing of paper money by the Continental Congress; the constitutional provision for the minting of coins; the chartering of banks authorized to issue paper money backed by gold and silver; the economic and financial demands of the Civil War; the issue of "greenbacks"; the Bryan-McKinley campaign and the dispute over gold and silver as the monetary standard; and the panic of 1907 and the signing of the Federal Reserve Act by Woodrow Wilson in 1913. This historical material is set off by a contemporary story of a young man who learns about money and banking when he takes out a loan--cosigned by his father--for his first car. An accompanying teacher's guide providing program objectives, a program summary, discussion questions, several pages of historical notes, and a bibliography of related educational materials is also available.

122. WOMEN IN LATIN AMERICA. WOMEN IN WORLD AREA STUDIES SERIES.

Publisher: Glenhurst Publications, Inc.

Publication Date: 1985

Grade Level: 9-12 +

Materials and Cost: 2 texts, paperbound, 145-169 pp., $6.95 each; teacher's guide and unit test (combined volumes 1 and 2), paperbound, 46 pp., $2.50; 45-minute sound filmstrip, with guide, $40.00 (also available in Spanish)

Subject Area: Women's studies, world history

Intended to familiarize students with the new scholarship available on women's history, help students recognize diversity in women's roles and status in different times and cultures, and provide teachers with curriculum materials about women in world cultures suitable for high school reading levels, this new two-part addition to the *Women in World Area Studies* series focuses on two time frames: (1) "Women in Latin America from Pre-Columbian times to the 20th Century" (Volume 1); and (2) "Women in Latin America in the 20th Century" (Volume 2). Volume 1 reveals unusual roles for women and introduces celebrated individuals from the Maya, Inca, Aztec, Spanish, and Portugese cultures as well as women of the 19th-century independence movements. Volume 2 begins with early 20th-century issues--women's votes and women's education--covering how they were resolved in ways that were unique to Latin America. An accompanying teacher's guide provides objectives, explanations of lessons and suggested methods, and suggested answers and points to consider; the guide concludes with a 40-item multiple-choice test.

123. WRI CHICKEN SERIES

Publisher: World Research Incorporated (WRI Films)

Publication Date: 1981-1984

Grade Level: 6-12 +

Materials and Cost: 3 17- to 20-minute videocassettes (VHS, Beta, or U-Matic), $348.00 each (rental, $24.50); 16mm film, $465.00 (rental, $245.50); study guide, $4.95; poster, $1.00

Subject Area: Economics, environmental education

This animated series illustrates economic ideas and examples in an entertaining fashion. The first in the series, "Chickenomics," presents a clear, concise explanation of the major characteristics of a market economy. Subsequent programs, "Chickenfeed: A Fowl Look at Money" and "Chickenpower: A Fowl Look at Energy Prices," demonstrate the value and use of mediums of exchange and discuss ways of preventing the reoccurrence of the energy crisis of the 1970s. Each program is accompanied by a study guide containing a worksheet and pre- and post-tests.

TEACHER RESOURCE MATERIALS

Entry No.	Title	Page No.
124.	Academic Preparation in Social Studies: Teaching for Transition from High School to College	115
125.	American Centuries, The	115
126.	Annotated Catalog of Microcomputer Software in Economics, An	116
127.	Bibliography on Southern Women	116
128.	Building Support for Social Studies: The Tool Kit	116
129.	Canada in the Classroom: Content and Strategies for the Social Studies	117
130.	Creative Role-Playing Exercises in Science and Technology	118
131.	Directory of Organizations Providing Business and Economic Education Information	118
132.	Election Collection	119
133.	Elementary Social Studies: Developing Reflective, Competent, and Concerned Citizens	119
134.	Ending Hunger: An Idea Whose Time Has Come	120
135.	First Amendment, The: Free Speech and a Free Press	120
136.	Global Primer: Skills for a Changing World	121
137.	Guide to Curriculum Planning in Social Studies, A	121
138.	History, Geography, and Citizenship: The Teacher's Role	122
139.	Humanities Approach to Early National U.S. History, A	123
140.	India: A Teacher's Guide	123
141.	Invitation to Research in Social Education, An	124
142.	Learning Economics Through Children's Stories	124
143.	Letters to Marcia: A Teacher's Guide to Anti-Racist Education	125
144.	Living History Sourcebook, The	125
145.	Pathways: Guidance Activities for Young Children	126
146.	Peace Catalog, The: A Guidebook to a Positive Future	126
147.	Reflections of Yesterday: Processes for Investigating Local History	126
148.	Shaping American Democracy: U.S. Supreme Court Decisions	127
149.	Teaching About Peace and Nuclear War: A Balanced Approach	128
150.	Teaching Economics to Young Adolescents: A Research-Based Rationale	128
151.	Teaching Global Awareness Using the Media	129
152.	Teaching Strategies for High School Economics Courses	129
153.	Using Computers to Teach Social Studies	130
154.	Why Are There Wars? Powerful Ideas for Teaching Writing Skills	130

Reviews by Laurel R. Singleton.

124. ACADEMIC PREPARATION IN SOCIAL STUDIES: TEACHING FOR TRANSITION FROM HIGH SCHOOL TO COLLEGE

Publisher: College Entrance Examination Board

Publication Date: 1986

Grade Level: 7-12

Materials and Cost: Book, softbound, 112 pp., $6.95

Subject Area: Social studies

This book is one of six sequels to the College Board's *Academic Preparation for College* (1983). It provides suggestions for how the outcomes described in that book might be achieved.

Three changes in the content of social studies are suggested: (1) use of new findings in social history; (2) adopting a worldwide perspective; and (3) more thorough incorporation of social studies concepts. The book describes how these three changes might be made in a program based on a core of world history, U.S. history, and American government.

Another chapter looks at how the curriculum can develop students' thinking skills, particularly the skills needed to think about human societies and their pasts. Examples of such skills are listed. The College Board then suggests the use of primary sources and other nontext materials. Three examples are given, none of which involve the use of true historical source material. A chapter is also devoted to teaching the basic competencies in social studies (reading, writing, speaking and listening, math, reasoning, studying, computer competency, and observing); an example using a film as the instructional material is provided.

The final chapter urges further discussion of such issues related to social studies as high school/college collaboration and teaching students how to ask questions.

125. AMERICAN CENTURIES, THE

Author: Steven A. Lake

Publisher: Decisionmakers

Publication Date: 1985

Grade Level: 7-12

Materials and Cost: 3 books, drilled and bound with brads, 78-82 pp., $29.95 each or $68.95 for set

Subject Area: U.S. history

Each volume in this set contains 20 lessons for one period of U.S. history: to 1799, 1800-1899, and since 1900. In each lesson, students assume the role of a historical figure and must make a decision about an issue or problem in U.S. history. A variety of instructional activities are used in the activities: role-playing, small group discussions, panels, puzzles, creative writing, and others.

Each lesson includes a page of "Teaching Tactics," which describe the goal of the lesson, the time required (one to three class periods), and the steps to follow in using the lesson. This is followed by reproducible student materials, which can be used by individual students, small groups, or the entire class.

Sample lesson titles from the three volumes are "Report to Columbus," "Colonial Newspapers," and "Washington's Farewell Address" (to 1799); "Missouri Compromise of 1820," "Wagons Ho!," and "The Transcontinental Railroad Game" (1800-1899); "Theodore Roosevelt: Man of Action," "The Great Depression," and "The Cuban Missile Crisis" (since 1900). The topics covered would correlate easily with topics from the table of contents of any eighth- or eleventh-grade U.S. history text.

126. ANNOTATED CATALOG OF MICROCOMPUTER SOFTWARE IN ECONOMICS, AN

Authors: William B. Walstad, Karen S. Hallows, and David Ross

Publisher: Joint Council on Economic Education

Publication Date: 1986

Grade Level: K-14

Materials and Cost: Book, softbound, 168 pp., $7.00

Subject Area: Economics

This resource opens with an essay on "Using Microcomputer Programs to Teach Economics." Covered are reasons for using computers, teacher preparation, and the types of software programs available. The criteria used to select programs for the catalog are described in the second chapter. Chapter 3 provides a glossary of economic concepts.

The bulk of the book is devoted to descriptions of 145 pieces of software that can be used to teach economic concepts. The programs are indexed by grade level and by the concepts that they develop.

The book concludes with lists of software sources, software directories, software distributors, and professional journals related to instructional computing.

127. BIBLIOGRAPHY ON SOUTHERN WOMEN

Publisher: Memphis State University Center for Research on Women

Publication Date: 1986

Grade Level: K-12

Materials and Cost: Book, softbound, 37 pp., $2.50

Subject Area: U.S. history, women's studies

This bibliography was developed to "facilitate access to materials on Southern women." The entries, most of which are annotated, are divided into three sections: scholarly historical works; personal narratives, including autobiographies, biographies, and essays on the experience of being a woman in the South; and research studies on social conditions and indicators. The book ends with a list of periodicals and other resources of interest to teachers or scholars planning units or research on Southern women. The publisher plans to update the bibliography periodically.

128. BUILDING SUPPORT FOR SOCIAL STUDIES: THE TOOL KIT

Author: Laurel R. Singleton

Publisher: National Council for the Social Studies

Publication Date: 1987

Grade Level: K-12

Materials and Cost: Folder containing various pamphlets, bumper sticker, and booklets, $5.00

Subject Area: Social studies

This packet of materials was developed to help educators in their efforts to build support for social studies within their communities. The packet is divided into three major sections. First is the user's guide, which explains the use of the packet and discusses key audiences for support-building efforts. These audiences include the school community, including other teachers, administrators,

and students; policy-making agencies, particularly local school boards and state legislatures; community groups; and the press. Various strategies for working with all of these groups are given.

The second part of the packet contains materials that can be distributed to the public to increase awareness of social studies. These include a revised edition of NCSS's *A Parent's Guide to the Social Studies*, the NCSS Curriculum Guidelines, the *Essentials of Social Studies*, and a bumper sticker. Multiple copies of these items can be ordered.

The third section of the packet contains tools designed to help educators improve their skills in working with various audiences and to provide background for advocacy efforts. Components include a booklet containing NCSS policy and position statements; a tip sheet on conducting open houses, publishing newsletters, and planning oral and audiovisual presentations; guidelines for writing press releases and letters to the editor; a tip sheet on developing a data bank of research-related information that can be drawn upon when an issue arises; and a selection of quotations about social studies for use in presentations.

129. CANADA IN THE CLASSROOM: CONTENT AND STRATEGIES FOR THE SOCIAL STUDIES

Editor: William W. Joyce

Publisher: National Council for the Social Studies

Publication Date: 1985

Grade Level: 5-12

Materials and Cost: Book, softbound, 128 pp., $6.95

Subject Area: Area studies

Citing lack of knowledge about Canada among U.S. citizens and lack of coverage of our northern neighbor in social studies texts and courses as evidence that this book is needed, Joyce has selected the articles for this publication to "stimulate the reader's interest in teaching about Canada and suggest ways of bringing this nation into the social studies curriculum." Why does the editor feel that teaching about Canada is important? "In view of the traditionally strong bonds between these two nations and their common concerns, political, social, economic, and environmental, the teaching of Canada and Canadian-U.S. relations becomes a vital investment in our future."

The bulletin's first chapter is an essay on Canadian lifestyles written by a U.S. high school student who has traveled extensively in Canada. The second chapter traces major developments in Canada's history; comparisons with U.S. history are drawn. The third article examines Canadian geography, with emphasis on how Canadian geography is significantly different from U.S. geography. This is followed by an article describing how students can design their own computer simulations about acid rain. The fifth article discusses use of Canadian literature to develop student understanding of Canadian history, geography, and culture. The final chapter looks at French Canadian culture and its importance to the nation's cultural identity.

Each chapter concludes with five to eight student activities, which provide teachers with suggestions for applying information from the articles in the classroom. Examples of activities include creating a political cartoon on Canadian history, playing an acid rain word game, writing a structured analysis of a literary work, and analyzing an example of French-Canadian art.

The bulletin ends with a four-page list of resources for studying Canada.

130. CREATIVE ROLE-PLAYING EXERCISES IN SCIENCE AND TECHNOLOGY

Editor: Lynn S. Parisi

Publisher: Social Science Education Consortium, Inc.

Publication Date: 1986

Grade Level: 10-12

Materials and Cost: Book, 3-hole-punched, unbound, 761 pp., $24.95

Subject Area: Science-related social issues

According to the editor of this publication, science and technology issues have seriously complicated the formulation of public policy and now pose great new challenges for citizen knowledge and participation in decision-making. Informed and intelligent citizen participation in such issues increasingly requires three things: (1) a knowledge of technical and scientific facts; (2) an ability to recognize the interface between science and society--that is, to recognize the real and potential impact of science and technology on social, economic, and political conditions; and (3) decision-making skills--the ability to synthesize and process all this information in a systematic and rational way.

The five activities in this publication were developed to help prepare students for participation as informed and interested citizens in the making and analysis of public policy related to science and technology. Each activity focuses on a contemporary science-related issue and integrates the presentation of scientific and societal data with a risk assessment and decision-making exercise. All five activities follow a standard procedure. Students are divided into groups representing pro, con, and compromise positions on a given issue; handouts describing roles for all students are provided in the book. Students research these positions using the extensive reproducible data provided in the book as well as library resources. They ultimately use their findings to support their groups' positions in a simulated public or agency hearing focusing on the issue.

The titles of the activities are: (1) "Hot Rods: Storage of Spent Nuclear Fuel"; (2) "Designer Genes: Control of Recombinant DNA Research"; (3) "Rainy Day Blues: The Acid Rain Controversy"; (4) "30,000 Barrels of Goo: Toxic Waste Controls"; and (5) "Finder's Keepers: The Controversy over Seabed Mining."

131. DIRECTORY OF ORGANIZATIONS PROVIDING BUSINESS AND ECONOMIC EDUCATION INFORMATION. JCEE CHECKLIST NO. 362

Editor: Ronald A. Banaszak

Publisher: Foundation for Teaching Economics/Joint Council on Economic Education

Publication Date: 1985 (4th ed.)

Grade Level: K-12

Materials and Cost: Book, softbound, 232 pp., $5.00

Subject Area: Business education, economics

The abstracts in this updated directory are designed to provide a brief but comprehensive overview of the objectives, structures, and programs of more than 200 business and economic organizations. One primary purpose of the directory is to provide school administrators, curriculum developers, and teachers with a comprehensive source of information about nonprofit organizations providing instructional materials and other programs to improve teaching about business and economics. Appendices listing Joint Council on Economic Education Affiliated Councils and Centers, an index of organization locations by state, and an index of educational services conclude the directory.

132. ELECTION COLLECTION

Author: Jacquelyn Johnson

Publisher: Center for Teaching International Relations

Publication Date: 1984

Grade Level: 5-12

Materials and Cost: Book, spiralbound, 74 pp., $10.95

Subject Area: Civics, U.S. government

Although this collection was developed for use in the 1984 election year, the activities presented can be used at any time, but particularly in any election year. The activities were developed "to actively engage students in the study of our electoral process."

The book contains nine fully developed activities. These activities involve students in ranking the leadership abilities of 12 former presidents, brainstorming lists of voter blocs and related issues, analyzing campaign slogans, developing a political participation pyramid, analyzing propaganda, researching the meaning of political slang, drawing electoral maps, developing techniques for getting out the vote, and comparing election methods around the world. For each of these activities, the author provides an introduction and list of objectives, suggests the appropriate grade level and time allotment, and describes instructional procedures. Follow-up activities and handouts are provided for many of the activities.

In addition to these nine activities, the book also contains suggestions for holding a school-wide mock election and provides ideas to promote direct student involvement in the electoral process.

133. ELEMENTARY SOCIAL STUDIES: DEVELOPING REFLECTIVE, COMPETENT, AND CONCERNED CITIZENS

Author: Peter H. Martorella

Publisher: Little, Brown and Co.

Publication Date: 1985

Grade Level: K-6

Materials and Cost: Book, hardbound, 368 pp., $31.75

Subject Area: Social studies teacher education

This social studies methods text is based on the philosophy that "The social studies curriculum must assume a major part of the societal responsibility for developing the knowledge, skills, and sense of commitment that make up effective citizenship." Both preservice and experienced teachers will find material of interest within its pages.

The first section of the book, titled "Teaching Social Studies in America," looks at the social studies tradition in the United States, as well as the significance of developmental differences in teaching social studies. A model for planning social studies instruction is provided. The book's second section deals with teaching concepts, facts, generalizations, hypotheses, problem-solving, and reflective thinking. The third section focuses on teaching skills--social skills (group participation skills, communication skills, observation skills, multicultural understanding skills), research skills, chronological skills, and spatial skills. The fourth section attends to attitudes and values. Parts 2, 3, and 4 all contain many practical suggestions for teaching activities and approaches.

The final section of the book examines the classroom climate. Topics covered are evaluation, communication, working with special needs students, and using such new technology as computers and video systems.

Each of the book's 13 chapters includes exercises for the reader as well as suggested readings.

134. ENDING HUNGER: AN IDEA WHOSE TIME HAS COME

Developer: The Hunger Project

Publisher: Praeger Publishers

Publication Date: 1985

Grade Level: K-12

Materials and Cost: Book, softbound, 439 pp., $19.95

Subject Area: Contemporary issues, global education

This sourcebook is designed to give educators and others the "essential facts, data, and information about world hunger." The first section of the book provides an overview of "Basic Facts About World Hunger." The second section looks at five issues that are raised in discussing hunger: population, food, foreign aid, national security, and the New International Economic Order. The third section of the book examines the progress that has been made in dealing with hunger.

Appendices include a directory of organizations working in the area of hunger, a glossary of important terms, and a lengthy bibliography. The book is beautifully illustrated with full-color photographs (many of which could be used to stimulate class discussion), as well as many helpful graphs and maps.

The Hunger Project, which developed this resource, also has numerous other teacher resource materials available and provides inservice training. Contact the Hunger Project (Box 789, San Francisco, CA 94101) for details.

135. FIRST AMENDMENT, THE: FREE SPEECH AND A FREE PRESS

Author: Thomas Eveslage

Publisher: Quill and Scroll Society

Publication Date: 1985

Grade Level: 9-12

Materials and Cost: Book, softbound, 75 pp., $4.50

Subject Area: Citizenship education, civics, law-related education, U.S. government

Subtitled *A Curriculum Guide for High School Teachers*, this book is intended "to encourage students to learn how everyone benefits when young people, other citizens, and the media exercise the constitutional rights of free speech and free press." Chapter 1 discusses the importance of teaching the First Amendment.

Chapters 2 through 10 all provide a narrative introduction, discussion questions (with background material for answers), suggested activities, and a worksheet on topics related to the First Amendment. These topics are awareness of the rights conferred by the First Amendment, how U.S. courts operate, balancing free expression and government authority, libel, privacy and copyright, journalistic confidentiality, obscenity and ethics, broadcasting and advertising, and students' rights. Example discussion questions from the chapter on privacy and copyright are: "What are some general guidelines to offer a reporter who is worried about invading someone's privacy? What copyright problems are posed by cable TV satellites and other new technologies?" Example activities from the chapter on broadcasting and advertising are inviting a local radio or television person to speak to the class about FCC regulations, conducting a class debate on the fairness doctrine, investigating state advertising laws, and role playing conflict between a citizens' group and a local television station.

Chapter 11 provides suggestions for using community resources in the classroom, along with a few concluding activities. Annotated lists of court cases and resources are appended.

136. GLOBAL PRIMER: SKILLS FOR A CHANGING WORLD

Authors: H. Thomas Collins and Fred Czarra

Publisher: Center for Teaching International Relations

Publication Date: 1986

Grade Level: K-8

Materials and Cost: Book, spiralbound, 298 pp., $16.95

Subject Area: Global education

Emphasizing that becoming a global citizen does not mean repudiating national identity, Collins and Czarra state that the activities provided in their book are designed to develop "that knowledge and those attitudes that enable us to better understand and appreciate our role and responsibilities as citizens of our local communities, of our nation, and finally, of an increasingly complex global society."

The book is divided into four sections: "World Basics" (two activities), "World Awareness" (ten activities), "World Connections" (eight activities), and "Map and Globe Skills" (sixteen activities). Although the section on map and globe skills is last, some of its activities should be done first, as many activities in the other sections depend on students' ability to read maps.

The activities are presented in a standard format. A brief description of the activity is followed by a list of objectives, suggested grade level, basic skills covered, a list of materials, and procedures for completing the activity. Brief suggestions for evaluating student learning are also provided. Masters for all student handouts are provided at the end of the book.

The activities are varied. Students are involved in conducting research, playing learning games, discussing various global issues, reading maps and graphs, and analyzing pictures, among other activities.

137. GUIDE TO CURRICULUM PLANNING IN SOCIAL STUDIES, A

Author: H. Michael Hartoonian and others

Publisher: Wisconsin Department of Public Instruction

Publication Date: 1986

Grade Level: K-12

Materials and Cost: Book, paperbound, 232 pp., $7.00

Subject Area: Social studies

This comprehensive curriculum planning guide from Wisconsin should be useful to social studies educators in every state. It opens with a discussion of questions to consider in developing a rationale (e.g., "What is the Information Age and how should we react to it?"), followed by strategies for developing a rationale. Goals based on the *Essential Elements of Social Studies* are described, and 15 major themes for social studies are discussed.

Chapter 2 focuses on organizing the curriculum. The chapter begins with a section on scope and sequence, complete with two models. Then for each grade level, the guide provides a course description, illustrative objectives, examples of appropriate methods and activities, and a detailed listing of topics and related concepts or key ideas.

Chapter 3 examines skills, presenting a rationale for teaching skills and describing an integrated skill network. The network description includes a comprehensive listing of skills to be developed. Activities for developing skills are briefly described.

The fourth chapter looks at evaluation (classroom evaluation, assessment, and program evaluation) and curriculum improvement (curriculum development and program management, staff development, and supervision that promotes growth). Chapter 5 focuses on the use of computers for instruction and management, while chapter 6 lists "Resources and References for Teachers." Chapter 7 examines such issues of the future as the limitations of textbooks in the Information Age and remodeling the structure of knowledge and logic.

Several appendices provide information ranging from a list of Wisconsin school observance days to tips on teaching writing in the social studies.

138. HISTORY, GEOGRAPHY, AND CITIZENSHIP: THE TEACHER'S ROLE

Authors: William Bennett and Jeanne Kirkpatrick

Publisher: Ethics and Public Policy Center

Publication Date: 1986

Grade Level: K-12

Materials and Cost: Booklet, paperbound, 21 pp., $2.00

Subject Area: Citizenship education, geography, history

This booklet, one in the *Ethics and Public Policy Essay* series, contains two essays--one by each of the well-known authors. Bennett's essay, titled "History--Key to Political Responsibility," asks the question, "Are American schools helping to transmit our democratic heritage?" Concluding that the schools are falling short of their goals in this area, Bennett argues the importance of helping students "realize the ways in which the past illuminates the present." Drawing on the work of the Council for Basic Education, he urges educators to (1) treat history as an autonomous discipline distinct from social studies; (2) require completion of history courses by all high school graduates; and (3) demand that history teachers be adequately prepared in the discipline.

Kirkpatrick's essay is entitled "Learning to Think About Foreign Policy." Kirkpatrick identifies peculiar aspects of foreign policy and their impact on how foreign policy is discussed in schools. She argues the importance of students' understanding of geography and history as a prerequisite to understanding foreign policy. Kirkpatrick concludes, "as citizens in a democracy we must try to inform ourselves and our students about the nature of responsibility in policy making, about the institutions through which we can hold our rules responsible, and about the history and geography that define the possibilities of relations among nations in our time."

Educators will probably find this publication most useful in advocating maintenance and strengthening of social studies programs with funding agencies and the public.

139. HUMANITIES APPROACH TO EARLY NATIONAL U.S. HISTORY, A: ACTIVITIES AND RESOURCES FOR THE ELEMENTARY SCHOOL TEACHER [and] HUMANITIES APPROACH TO EARLY NATIONAL U.S. HISTORY, A: ACTIVITIES AND RESOURCES FOR THE JUNIOR HIGH SCHOOL TEACHER

Editors: James R. Giese and Lynn S. Parisi

Publisher: Social Science Education Consortium, Inc.

Publication Date: 1986

Grade Level: 5, 8

Materials and Cost: 2 books, 3-hole-punched, unbound, 185 pp. (elementary) and 208 pp. (junior high), $12.00 each

Subject Area: Humanities, U.S. history

These books are designed to provide fifth- and eighth-grade U.S. history teachers with a framework that can be used to teach a survey of U.S. history from an integrated humanities perspective. The emphasis in both books is on the colonial and early national periods of U.S. history (the years up to 1830), but the framework can be applied to coverage of other areas as well.

Activities in both books are presented in a standard format. A brief introduction describes the activity. This is followed by a list of objectives, an estimation of the time required to use the activity, and a list of materials needed. Next is a step-by-step listing of procedures for implementing the activity. Black-line masters for handouts needed in the activity follow the procedure.

The elementary book contains 22 activities, the junior high book 28. Some of the same activities appear in both volumes. Example activities include interpreting epitaphs from New England church yards, interpreting maps of New England towns, conducting research on colonial life, modeling a colonial house, doing colonial crafts, reading diaries of Americans of the 1820s, completing a crossword puzzle on early occupations, and singing and analyzing slave music.

An extensive list of resources is appended; the same listing appears in both volumes.

140. INDIA: A TEACHER'S GUIDE

Publisher: The Asia Society

Publication Date: 1985

Grade Level: 7-12

Materials and Cost: Book, softbound, 120 pp. plus sound sheet, $5.00

Subject Area: Area studies

This special issue of *Focus on Asian Studies* takes an interdisciplinary approach to expanding students' knowledge of India. The book contains five major sections. The first provides an introduction to modern India. The second looks at the importance of group identity in India, while the third focuses on the influence of reilgious beliefs, particularly Hinduism. The fourth section examines cultural values. The final section uses marriage as a case study of decision-making in India.

Each of these sections has an introduction for the teacher, along with a list of objectives, definitions of important terms used in the section, and a list of suggested readings. This is followed by activities for students and student readings to support the activities. Each section is liberally illustrated, and the publisher urges teachers to reproduce the illustrations and readings for student use.

The very last section of the book is a list of resources for teaching about India. Bound into the back of the book is a sound sheet that can be copied onto a cassette for permanent use. The sound sheet, titled "Namaste India," presents sounds of modern India through an audio tour of the nation.

141. INVITATION TO RESEARCH IN SOCIAL EDUCATION, AN

Editor: Catherine Cornbleth

Publisher: National Council for the Social Studies

Publication Date: 1986

Grade Level: K-16

Materials and Cost: Book, softbound, 144 pp., $6.95

Subject Area: Social studies

This volume provides an overview of the purposes and methods of research in social education, which teachers may find helpful in designing research of their own or simply in understanding research results that they read. The book is divided into three parts. The first contains an article that looks at a number of key questions: "What assumptions underlie research in social studies education? What are the social and political as well as the classroom implications of the research we do? Why is our research this way? What differences does it make for students, teachers, schooling, and society at large?"

The second part of the volume, "Research Alternatives," contains six articles. Four of these describe particular approaches to research, providing possibilities for teacher and classroom use. The approaches covered are survey research, experimental research, ethnographic research, and critical research. The fifth article looks at research on social studies education for young children, and the final article in the section makes an argument for teachers as researchers.

The third section of the book contains two articles. The first describes a teacher's perspective--both positive and negative--on research. In the final article, the volume's editor returns to the questions raised in the first section and suggests kinds of research that could benefit social studies education.

142. LEARNING ECONOMICS THROUGH CHILDREN'S STORIES

Authors: Robert H. Hendricks and others

Publisher: Joint Council on Economic Education

Publication Date: 1985 (5th ed.)

Grade Level: K-6

Materials and Cost: Book, paperbound, 124 pp., $4.95

Subject Area: Economics

The authors of this resource argue that stories can be used to reinforce basic economic concepts, enhance comprehension, and relate economic ideas to student experiences. Use of stories is advised because of their value in motivating students, promoting personal growth, and developing awareness of roles in life.

The book opens with a rationale for using stories and suggestions for their use. This is followed by a brief discussion of teaching elementary economics; this discussion includes definitions for 15 basic economic concepts. The next chapter presents an annotated list of 273 stories keyed to the economic concepts they can help students develop. This is followed by a fairly lengthy review of research on teaching economics in elementary school.

The final chapters of the book present five lists that will be useful to elementary teachers interested in teaching economics through the use of literature: (1) a bibliography of articles on economic education in elementary schools; (2) a listing of journals and bulletins on children's literature; (3) a list of professional organizations; (4) a list of other bibliographies of children's stories; and (5) a list of the publishers of the stories annotated in this resource.

143. LETTERS TO MARCIA: A TEACHER'S GUIDE TO ANTI-RACIST EDUCATION

Author: Enid Lee

Publisher: Cross Cultural Communication Centre

Publication Date: 1985

Grade Level: K-12

Materials and Cost: Book, softbound, 82 pp., $9.00

Subject Area: Multicultural education, social studies

This publication was written by a Canadian educator for use in that country, but it is also applicable to U.S. schools. The first chapter, "Anti-Racist Education: What's It All About?" explains the purpose of anti-racist education as "to equip us as teachers, and our students, with the analytic tools to critically examine the origins of racist ideas and practices, and to understand the implication of our own race and our own actions in the promotion of, or struggle against, racism." This chapter also defines such important terms as culture, ethnic, and institutional racism.

The following three chapters look at how relations with the community, the curriculum, and school services can be improved. Each of these chapters opens with a letter to "Marcia," a teacher, presenting a case study and analysis of how racism develops. The letter is integrated into the staff development activities that follow. Classroom activities that cut across language arts and social studies are then presented. The activities are designed to help students develop a critical approach to social issues. The final section in each chapter is a brief list of audiovisual resources.

Of particular utility is a checklist of questions that teachers can use to ensure that parent-teacher conferences are successful; the checklist covers both planning and actual conduct of the conference.

144. LIVING HISTORY SOURCEBOOK, THE

Author: Jan Anderson

Publisher: American Association for State and Local History

Publication Date: 1985

Grade Level: K-12

Materials and Cost: Book, softbound, 480 pp., $17.95

Subject Area: History

The author describes this book as "a guide to some of the best resources that make it possible for us vicariously to enter other periods of time and, with luck, to understand them better." It includes 360 entries divided into ten chapters. These chapters cover museums, events, magazines, books, articles, organizations, suppliers, sketchbooks, games, and films.

Each chapter opens with a brief introduction to the type of item described. The introductions often relate the author's personal experiences in the field of historical simulation. Many of the annotations of the entries also include personal recollections. The entries are grouped chronologically by historical period.

The book ends with a glossary that will be helpful to teachers new to this field.

145. PATHWAYS: GUIDANCE ACTIVITIES FOR YOUNG CHILDREN

Authors: Leon H. Burton and Susan N. Woltag

Publisher: Addison-Wesley Publishing Company

Publication Date: 1986

Grade Level: Early childhood-1

Materials and Cost: Book, spiralbound, 240 pp., $17.95

Subject Area: Affective education, guidance, social studies

This resource contains 100 unsequenced activities intended to help young children develop their "ability to relate to others, their awareness of change and growth, their values, and their view of the world in which they live." While designed for use with groups of children, the activities can also be adapted for use with individual children, making the book a useful resource for parents as well as preschool and primary teachers.

The activities are divided into six categories: (1) "Self-Awareness and Understanding" (example topics: feelings, people's likenesses and differences); (2) "Relationships with Others" (example topics: roles of family members, cooperation, rules); (3) "Physical and Emotional Health" (example topics: personal health, growth and change, stress, death); (4) "Decision Making and Problem Solving" (example topics: identifying problems, identifying sources of help); (5) "Values of Learning" (work habits, use of time); and (6) "Awareness of the World of Work" (occupations, education for work, working cooperatively in a group).

All the activities are presented in a standard format. The title of the activity is followed by a brief objective statement and a photograph showing children and teacher engaged in the activity. The facing page provides a list of the materials needed, a brief description of the activity, and a step-by-step listing of procedures. Each activity ends with suggestions for extending learning through additional activities.

Teaching procedures are discussion- and activity-oriented. For example, students identify objects using only one sense, listen to and discuss stories about feelings, play listening games, work with puppets, go on field trips to observe people in various occupations, and make picture collages. Paper-and-pencil exercises are limited.

146. PEACE CATALOG, THE: A GUIDEBOOK TO A POSITIVE FUTURE

Editor: Duane Sweeney

Publisher: Press for Peace, Inc.

Publication Date: 1984

Grade Level: K-12

Materials and Cost: Book, paperbound, 366 pp., $2.00

Subject Area: Peace education

The Peace Catalog is a collection of articles useful for teachers wishing to expand their knowledge of issues related to peace and war. Authors of articles include such luminaries as Carl Sagan, Helen Caldicott, and Ken Kesey as well as less-well-known experts in a range of field. Titles of the book's chapters are "The View from the Brink," "Empowerment," "How You Personally Can Prevent Nuclear War," "How the United States Can Prevent Nuclear War," "What Is It About War, Anyway?", "Nonviolence in the Family," "Education for the Real World," "Violence Is Unnecessary," "Beyond Unreal Images," "Military Spending and Its Effects," "Converting to a Peacetime Economy," "Socially Responsible Investing," "Nonviolent Action," and "Toward a Positive Future."

Helpful articles in the chapter on education include a peace education rationale by the director of Educators for Social Responsibility, a description of two special classroom projects that can be undertaken as part of peace education, and a discussion of a world core curriculum based around four concepts: our planet and its place in the university, the human family, our place in time, and the miracle of individual human life.

The catalog ends with an extensive directory of peace groups.

147. REFLECTIONS OF YESTERDAY: PROCESSES FOR INVESTIGATING LOCAL HISTORY

Publisher: Iowa Department of Public Instruction and Southern Prairie Area Education Agency

Publication Date: 1985

Grade Level: 4-8

Materials and Cost: Book, softbound, 58 pp., $2.50

Subject Area: Local history

This book, written for use in Iowa but adaptable to any location, opens with a rationale for studying local history, as well as knowledge, skill, and attitude goals for local history units. The meat of the publication is found in the lessons that develop student understanding of the following generalizations: "(1) buildings and artifacts are resources in explaining the history of a community, (2) people's memories are resources in explaining the history of a community, and (3) documents are resources in explaining the history of a community."

Nine lessons are provided to support each of the three generalizations. The format for the lessons is standard. A summary of the lesson is followed by an objective statement, the suggested time to complete the lesson, materials needed (if any), references (when needed), vocabulary, and teaching procedure. Handouts are provided when necessary. The lessons involve students in a range of activities, including analyzing local buildings, comparing community maps from different time periods, making timelines, conducting interviews, and analyzing diary entries and handbills.

For teachers who have ever wondered exactly what an Ionic column or a pilaster was, the illustrated "Glossary of Old-House Parts" provided in the appendix will be a useful resource.

148. SHAPING AMERICAN DEMOCRACY: U.S. SUPREME COURT DECISIONS

Publisher: New York State Bar Association/Law Youth and Citizenship Program

Publication Date: 1985

Grade Level: 9-12

Materials and Cost: Book, softbound, 89 pp., $8.95 ($8.00 for 10 or more copies)

Subject Area: Law-related education, political science, U.S. history

Designed as a ready reference to 54 significant U.S. Supreme Court decisions for teachers who wish to enhance their law-related, history, or current issues curriculum, this new booklet provides (1) summaries of 54 Supreme Court cases that include facts, issues, and decisions of the court in each case; (2) an analysis of 26 social studies textbooks to provide instant information as to which Supreme Court cases are included in each of the 26 textbooks; (3) a listing of 163 major Supreme Court cases by topic; (4) a glossary of legal terms; (5) strategies and activities to enhance instruction concerning the Constitution and U.S. Supreme Court decisions; and (6) the complete text of The Constitution and The Bill of Rights.

149. TEACHING ABOUT PEACE AND NUCLEAR WAR: A BALANCED APPROACH

Authors: John Zola and Jaye Zola

Publishers: Social Science Education Consortium and Center for Teaching International Relations

Publication Date: 1985

Grade Level: K-12

Materials and Cost: Book, softbound, 115 pp., $10.95

Subject Area: Nuclear education, peace education

This book opens with a rationale for peace and nuclear war education based on four themes: (1) peace and nuclear war education supports the development of competent thinkers; (2) peace and nuclear war education is relevant because of the importance of the issues covered in today's world; (3) peace and nuclear war education is important in addressing the psychological concerns of children; and (4) peace and nuclear war education is an essential part of becoming a participating citizen in today's world.

The authors then go on to document the growing interest in the field as well as reasons for teachers' avoidance of it. They define both peace education and nuclear war education and give examples of topics that would be covered in each. They then devote a chapter to techniques for dealing with the controversial nature of peace and nuclear war education. The next chapter looks at such aspects of how to teach about peace and nuclear war as materials selection; dealing with your own personal beliefs; age appropriateness; teaching techniques; topics for high school, middle/junior high, and elementary students; and methods of infusing content related to these areas into social studies courses.

An extensive chapter is devoted to analysis and selection of curriculum materials; an evaluation instrument is provided. The final chapters look at techniques for implementing change and challenges facing educators. Extensive resource lists are provided.

150. TEACHING ECONOMICS TO YOUNG ADOLESCENTS: A RESEARCH-BASED RATIONALE

Authors: James E. Davis and others

Publisher: Foundation for Teaching Economics

Publication Date: 1987

Grade Level: 5-9

Materials and Cost: Book, softbound, 94 pp., $9.95

Subject Area: Economics

This paper is a useful resource for curriculum planners developing a middle school/junior high economics course. The author begins by presenting some historical background on economic education in the United States, examining societal forces that have an impact on economic education, and discussing the elements of a rationale. This introduction is followed by an examination of the research on junior high and middle schools.

The next two chapters are devoted to junior high/middle school students. Examined are their cognitive development and socialization, schooling's potential to influence these young adolescents, the role of the young adolescent in the economy (both as a worker and a consumer), and the young adolescent's learning of economics.

The book then presents goals for middle school/junior high economic education and an economic education blueprint for the middle school/junior high level; included in the blueprint are suggestions for complementing learner and school characteristics, a list of assumptions underlying

economic reasoning, and recommendations for selecting economics content. An extensive bibliography concludes the book.

151. TEACHING GLOBAL AWARENESS USING THE MEDIA

Authors: Steven L. Lamy and others

Publisher: Center for Teaching International Relations

Publication Date: 1985 (2nd ed.)

Grade Level: 6-12

Materials and Cost: Book, spiralbound, 156 pp., $16.95

Subject Area: Global education

One of CTIR's *Global Awareness Series*, this book contains activities to supplement texts in teaching about world affairs and the news media. The activities "encourage students to involve themselves, whenever possible, in the world of the media."

The book is divided into four sections. The first section contains two activities. One is a survey to determine what students know and feel about the media. The second involves students in a guessing game using clues that are actual quotes from the media.

The second section of the book, titled "Print," contains five activities that encourage students to look at newspapers and magazines. Stereotypes and the "decisions reporters and editors must make in covering the news" are emphasized. The third section of the book looks at broadcast media--television and radio. Its four activities look at differences between broadcast and print reporting and the effects of radio on social attitudes. The book's final section contains four activities that examine the impact of advertising around the world.

Provided for each activity are an introduction, objectives, suggested grade level and time allotment, list of materials needed, step-by-step procedures, debriefing questions, and possible follow-up activities. The debriefing questions should be particularly useful, since many publications of this type assume that teachers will be able to generate pertinent questions regardless of their familiarity (or lack thereof) with the content covered. Masters for student handouts are also provided.

152. TEACHING STRATEGIES FOR HIGH SCHOOL ECONOMICS COURSES

Authors: John S. Morton and others

Publisher: Joint Council on Economic Education

Publication Date: 1985

Grade Level: 9-12

Materials and Cost: Book, softbound, 186 pp., $14.00

Subject Area: Economics

This tenth volume in the *Master Curriculum Guide in Economics* series is designed to assist high school economics teachers in planning their courses. It is divided into two major sections. The first, titled "Overview," discusses organizing a high school economics course, lists and defines key economic concepts that should be covered at this level, provides criteria and methods for choosing instructional materials, and examines techniques for evaluating student learning. The section ends with a bibliography and a list of information sources.

The second, and longer, section of the book provides 22 lessons ready for classroom use or adaptation. The lessons are keyed to concepts discussed in the Overview. Example lesson titles are "Scarcity, Choices, and Decisions," "The Circular Flow of Economic Activity," "Economics Ups and Downs," and "The Trial of Ms. Ann Flation." A standard format is used to present the activities. Each

begins with an estimate of the time required, followed by a list of concepts presented, the objectives and rationale for the lesson, and a list of materials needed (if any). Step-by-step directions for using the lesson are then provided. Masters for student handouts are provided when needed.

This useful resource ends with an appendix that provides a sample course outline for a one-semester high school economics course.

153. USING COMPUTERS TO TEACH SOCIAL STUDIES

Authors: Gene E. Rooze and Terry Northrup

Publisher: Libraries Unlimited

Publication Date: 1986

Grade Level: K-12

Materials and Cost: Book, softbound, 214 pp., $19.50

Subject Area: Computer education, social studies

Responding to a need for resources that combine theory and social studies application, the authors have directed their book to "social studies professionals at all levels: preservice teachers, elementary and secondary classroom teachers, supervisors, and college professors." The book contains five chapters, each with its own bibliography.

Chapter 1 provides an overview of the uses of computers, with emphasis on the role of computer-aided instruction in developing thinking skills. A list of such skills is included. Chapter 2 looks at the implications of choosing to use computers in light of various views of the social studies. The title of one of this interesting chapter's subsections suggests its theme: "The Medium Has a Message." Chapter 3 looks at software evaluation, providing a suggested format and samples of its use.

Chapters 4 and 5 are the most helpful to the classroom teacher. Chapter 4 discusses how to use existing software in the classroom and how teachers can write their own programs using various authoring systems. Chapter 5 provides guidelines for designing instruction using the computer as a mediating device. A special section is devoted to using the computer to teach writing in the social studies.

The book concludes with "Sources and Resources for Using Computers in Social Studies Education." This chapter includes a list of software available at the time of publication.

154. WHY ARE THERE WARS? POWERFUL IDEAS FOR TEACHING WRITING SKILLS

Authors: Mary Bowen Hall and Sue Mansfield

Publisher: Scott, Foresman and Co.

Publication Date: 1986

Grade Level: 5-8

Materials and Cost: Book, softbound, 96 pp., $8.95

Subject Area: Language arts, peace education, social studies

This innovative book using stories about war to teach writing skills is designed to be used for whole-class instruction. The book contains four stories about children and war. One deals with war in a primitive society, one with the Greek Empire, one with 18th-century Austria, and the final story is set during World War I. In each story a child learns about war, struggles with the system, and either accepts or does not accept the system. Each story is used as the basis for two or three lessons.

A list of vocabulary words precedes each story segment, which the authors recommend be read aloud. Questions for discussion are provided. This is followed by a writing activity, called a "Chal-

lenge." The activities are varied. For example, students complete a news story, follow the development of an outline and then write from the outline, create a mental picture and a written description of the picture, and compose telegrams.

For each lesson, several other activities are also suggested. Some of these involve writing, but others require students to make murals, work with maps, participate in role plays, or conduct research. A "Test Yourself" handout for each lesson checks comprehension and adds information and interpretation about the story. This handout also provides for skills practice.

AUTHOR/EDITOR/DEVELOPER INDEX

Anderson, Jan--144
Antell, Gerson--44
Arbetman, Lee--65
Armbruster, Bonnie B.--1
Asimov, Isaac--87
Aten, Jerry--20

Backler, Alan--57
Baldwin, Harriet--109
Banaszak, Ronald A.--131
Bannister, Rosella--43
Barnes, Donald L.--22
Batchelor, John E.--39, 49
Becker, Laura L.--54
Beers, Burton F.--68
Bennett, William--138
Bonnice, Joseph G.--43
Boorstin, Daniel J.--63
Bower, Bert--5
Bowes, John S.--40, 42
Branson, Margaret Stimmann--60
Brink, Dean C.--50
Burgdorf, Arlene--22
Burger, Celia--8
Burton, Leon H.--145

Campbell, Richard--55
Cangemi, JoAnn--3
Caselli, Giovanni--15
Collins, H. Thomas--136
Combs, Eunice A.--2
Coon, Deborah L.--89
Coplin, William D.--81
Cornbleth, Catherine--141
Coviello, Robert E.--54
Currie, David P.--72
Curti, Merle--53
Czarra, Fred--136

Davidson, James West--39, 49, 66
Davis, James E.--4, 150
Davis, Nelda--56
Drewry, Henry N.--54

Everix, Nancy--27
Eveslage, Thomas--135

Fink, Barbara--4
Finkelstein, Milton--47
Flanagan, James--47

Gibson-Quigley, Sandra--9, 12, 26
Giese, James R.--139
Green, Carl R.--41
Green, Robert P., Jr.--54
Greenblatt, Miriam--40
Gross, Herbert H.--67
Gutierrez-Smith, Patricia--62

Hagans, Gloria P.--5
Hall, Mary Bowen--154
Hallows, Karen S.--126
Hardgrave, Robert L., Jr.--38
Hargrove, Jim--10
Hartoonian, H. Michael--137
Heinrich, Amy V.--73
Hendricks, Robert H.--142
Hoermann, Elizabeth F.--71
Hou, Charles--82
Hou, Cynthia--82
Hunger Project, The--134
Huntington, Richard H.--50

Irvin, Judith L.--16

James, Preston E.--56
Jantzen, Steven--59
Jarolimek, John--6
Johnson, Jacquelyn--132
Jordan, Winthrup D.--40
Joyce, William B.--129

Kalat, Marie B.--71
Kasschau, Richard A.--51
Kelley, Brooks Mather--63
Kent, Zachary--10
Kirkpatrick, Jeanne--138
Koranski, Bruce--83
Kownslar, Allan O.--58

Lake, Steven A.--125
Lamy, Steven L.--151
La Paglia, Umberto--61
Lazarus, Stuart--57
Lee, Enid--143
Leinwand, Gerald--64
Leone, Bruno--94
Lewin, Stephen--85
Linden, Glenn M.--50
Lindop, Edmund--69
Long, Cathryn J.--42
Lott, Elizabeth J.--42
Lunger, Norman L.--47
Lytle, Mark H.--49, 66

Maier, Donna--62
Mansfield, Sue--154
Marran, James F.--40
Martin, Roberta--73
Martorella, Peter H.--133
May, Ernest R.--40
Mayers, Teena--84
McCuen, Gary E.--93
McGowan, Meredith--7
McGowan, Tom--7
McMahon, Edward--65
Mitsakos, Charles L.--1
Morton, John S.--152

Newhill, Esko E.--61
Northrup, Terry--153

O'Brien, Edward--65
O'Connell, Peter--26
O'Connor, John R.--45, 46
O'Connor, Thomas H.--54
O'Leary, Michael K.--81
Olney, Patricia J.--86
Olney, Ross R.--86

Parisi, Lynn S.--2, 130, 139
Peck, Ira--59
Provenzo, Asterie Baker--21
Provenzo, Eugene F., Jr.--21

Reque, Barbara Radner--5
Richards, John, II--76
Ritchie, Donald A.--4
Rogers, Vincent Robert--1
Rooze, Gene E.--153
Rose, Elaine O.--16
Rosen, Daniel--59
Rosenzwieg, Linda W.--52
Ross, David--126

Sanford, William R.--41
Schultz, Edward J.--106
Schrier, Arnold--62
Schwartz, Melvin--45
Schwartz, Sidney--46
Silveira, Ted--85
Singleton, Laurel R.--2, 128
Sloat, Caroline--26
Smart, Terry L.--58
Stearns, Peter N.--52
Stein, R. Conrad--10
Stevos, Joyce L.--72
Superka, Douglas P.--2
Swank, Pamela--4
Sweeney, Duane--146

Thompson, Mary J.--55
Thornton, Joy Crane--69
Todd, Lewis Paul--53
Turner, Mary Jane--42
Tyler, V. Lynn--89

Vaillancourt, Beverly--14
Vaillant, Janet G.--76

Wallbank, T. Walter--62
Walstad, William B.--126
Wasserman, Selma--24
Wheeler, Leslie A.--46
Wilson, Richard Hall--5
Woltag, Susan N.--145

Zahka, William J.--84
Zola, Jaye--149
Zola, John--149

GRADE-LEVEL INDEX

Early childhood-3--1, 3, 4, 5, 6, 10, 11, 12, 17, 18, 24, 26, 27, 29, 30, 31, 32, 36, 37, 126, 127, 128, 131, 133, 134, 136, 137, 138, 141, 142, 143, 144, 145, 146, 149, 153

4-6--1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 71, 83, 85, 100, 123, 126, 127, 128, 129, 131, 132, 133, 134, 136, 137, 138, 139, 141, 142, 143, 144, 146, 147, 149, 150, 151, 153, 154

7-9--1, 2, 5, 6, 8, 11, 13, 14, 15, 20, 21, 23, 25, 27, 28, 33, 34, 35, 39, 40, 42, 43, 45, 46, 47, 48, 49, 51, 54, 55, 56, 57, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 82, 83, 85, 86, 87, 89, 93, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 110, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 131, 132, 134, 135, 136, 137, 138, 139, 140, 141, 143, 144, 146, 147, 148, 149, 150, 151, 152, 153, 154

10-12--8, 38, 40, 41, 42, 44, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 96, 97, 98, 99, 101, 102, 103, 104, 105, 106, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 134, 135, 137, 138, 140, 141, 143, 144, 146, 148, 149, 151, 152, 153

College/Adult--69, 76, 77, 78, 80, 81, 84, 88, 90, 92, 99, 105, 106, 108, 110, 111, 113, 115, 117, 121, 122, 123, 126

PUBLISHER INDEX

Addison-Wesley Publishing Company--21, 145
Agency for Instructional Technology--120, 121
Allyn and Bacon--39, 64, 67
American Association for State and Local History--144
American Friends Service Committee--78, 113
Amsco School Publications, Inc.--41, 44, 47
Asia Society, The--140
Associated Press--31

Brigham Young University--89

Carnegie-Mellon University Press--52
Center for Korean Studies, Hawaii University--106
Center for Teaching International Relations--83, 91, 132, 136, 149, 151
Charles E. Merrill Publishing Co.--42, 54,
Childrens Press--10
Close Up Foundation--103, 117
College Entrance Examination Board--124
Community Learning Connections, Inc.--28, 71
Constitutional Rights Foundation--95
Coronado Publishers, Inc.--24
Coronet Video and Film--115
Cross Cultural Communication Centre--143

D.C. Heath--5
Decisionmakers--125
Dushkin Publishing Group, Inc.--88, 90

East Asian Curriculum Project/East Asian Institute--73
Education in World Issues--84
Educational Design, Inc.--22
EMC Corporation--55
Encyclopaedia Britannica Educational Corporation--36, 100
Enslow Publishers, Inc.--69
Ethics and Public Policy Center--138

Facts on File, Inc.--87
Fearon Education--85
Federal Reserve Bank of New York--121
Foreign Policy Association--91, 92
Foundation for Teaching Economics--131, 150
Franklin Watts--79

GEM--93
Ginn and Company--1, 60, 61, 63
Glenhurst Publications, Inc.--122
Globe Book Company, Inc.--45, 46
Goldencraft--17
Good Apple, Inc.--8, 20, 27
Graphic Learning Corporation--2, 4
Greenhaven Press, Inc.--94
Ground Zero Resource Center--11
Guidance Associates, Inc.--114, 116, 119

Harcourt Brace Jovanovich, Inc.--38, 53
Holt, Rinehart and Winston--3, 58

Independent School Press--76
Internal Revenue Service--120
Iowa Department of Public Instruction--147

Joint Council on Economic Education--126, 131, 142, 152

Laidlaw Brothers--50
Libraries Unlimited--153
Little, Brown and Co.--133
Lodestar Books--86

Macmillan Publishing Company--6
McDougal, Littel & Company--40, 57
Memphis State University Center for Research on Women--97, 127

National Council for the Social Studies--128, 129, 141
National Geographic Educational Services--34, 101, 102
New Readers Press--14
New York State Bar Association/Law, Youth, and Citizenship Program--148

Old Sturbridge Village, Inc.--9, 12, 26

Perfection Form Company--74, 75
Peter Bedrick Books--15
Policy Studies Association--81
Praeger Publishers--134

Prentice-Hall, Inc.--39, 49, 51, 66, 68
Press for Peace, Inc.--146

Quill and Scroll Society--135

Random House/Educational Enrichment Materials--99, 104, 108, 110, 112, 118
Rosen Publishing Group--70

SAI Productions--105
Scholastic, Inc.--59, 96
Scott Foresman and Company--62, 72, 154
Scribner Educational Publishers--48, 56
Silver Burdett--25
Social Science Education Consortium, Inc.--130, 139, 149
Society for Visual Education, Inc.--29, 30, 32, 35, 37, 107
South-Western Publishing Co.--43
Southern Prairie Area Education Agency--147
Southwinds Press--16
Special Literature Press--7
Sunburst Communications--13, 23, 33, 111

Tantalus Research Limited--82
TIME Education Program--98

Walt Disney Educational Media Company--31
WANT Publishing Company--77, 80
Weekly Reader--18, 19
West Publishing Company, Inc.--65
Wisconsin Department of Public Instruction--137
World Bank, The--109
World Research Incorporated (WRI Films)--123

SUBJECT-AREA INDEX

Affective Education--17, 145
Area Studies--27, 31, 61, 71, 76, 89, 90, 96, 98, 101, 106, 109, 112, 129, 140
Asian Studies--28, 73

Business Education--43, 55, 131

Canadian Studies--82
Career Education--29, 55, 70, 111, 116, 120
Citizenship Education--14, 33, 42, 81, 135, 138
Civics--41, 42, 75, 77, 80, 119, 132, 135
Community Studies--8, 9, 21, 29
Computer Education--153
Consumer Education--43, 83, 120
Contemporary Issues--10, 23, 78, 81, 87, 91, 92, 93, 94,, 98, 101, 102, 103, 104, 109, 110, 112, 113, 114, 117, 118, 134
Critical Thinking--22

Economics--44, 55, 120, 121, 123, 126, 131, 142, 150, 152
Environmental Education--123
Ethnic Studies--35, 37
European History--52

Future Studies--13, 87, 105, 111, 113

Geography--16, 18, 19, 28, 71, 138
Global Education--11, 23, 28, 31, 32, 78, 83, 89, 90, 91, 92, 93, 96, 103, 110, 113, 117, 134, 136, 151
Guidance--145

History--138, 144
Home Economics--43
Humanities--139

Interdisciplinary Social Studies--1, 2, 3, 4, 5, 6, 24, 88, 91, 115

Language Arts--154
Law-Related Education--65, 69, 72, 75, 77, 80, 86, 95, 104, 119, 135, 148
Local History--9, 12, 21, 147

Map Skills--18, 19
Multicultural Education--32, 143

Nuclear Education--84, 149

Oral History--21

Peace Education--84, 146, 149, 154
Political Science--20, 69, 94, 148
Psychology--51

Reading in the Content Areas--7, 22, 24

Science--26, 115
Science-Related Social Issues--13, 23, 87, 102, 105, 115, 130
Social History--52, 79
Social Studies--22, 29, 33, 43, 52, 110, 121, 124, 128, 137, 141, 143, 145, 153, 154
Social Studies Teacher Education--133
Soviet Studies--11, 76

U.S. Government--14, 20, 38, 41, 72, 75, 77, 80, 119, 120, 132, 135
U.S. History--7, 9, 10, 12, 16, 20, 25, 26, 30, 34, 35, 36, 39, 40, 45, 46, 48, 49, 50, 52, 53, 54, 59, 60, 63, 66, 69, 72, 74, 75, 79, 81, 85, 99, 100, 107, 108, 114, 121, 125, 127, 139, 148
Women's Studies--34, 97, 122, 127
World Cultures--27, 31, 37, 61, 89, 96, 106, 107
World Geography--27, 47, 56, 57, 101, 112
World History--15, 25, 58, 62, 64, 68, 76, 106, 118, 122

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